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ABSTRACT

The Division of Continuing Education sustained funding losses during 1976-77 in its public tax levy support and in its special grant program funds. The College budget crises have resulted in continued staff cuts, loss of program possibilities, loss of six months of funding for the Institute of Study for Older Adults, and loss of funding for instructional costs and educational supplies for continuing education courses. A temporary structure was devised to deposit and expend tuition fees for these courses through the sponsorship of the Alumni Association. A City University of New York policy statement was finally approved on June 6, 1977 regarding the funding of continuing education. It states in part: (1) the salaries of faculty and their fringe benefits as well as special educational supplies should be paid for entirely by revenues generated from students; (2) College budgets should provide for administrative support, as well as the cost of heat, light, guard service and special rental of space; (3) each College will be responsible for setting fees for continuing education courses, with the revenues generated sufficient to cover continuing education costs. The rejection of a large number of grant proposals indicates that 1977-78 will sustain further financial losses. (Continuing education programs are discussed and a statistical summary is provided.) (Author/LH)

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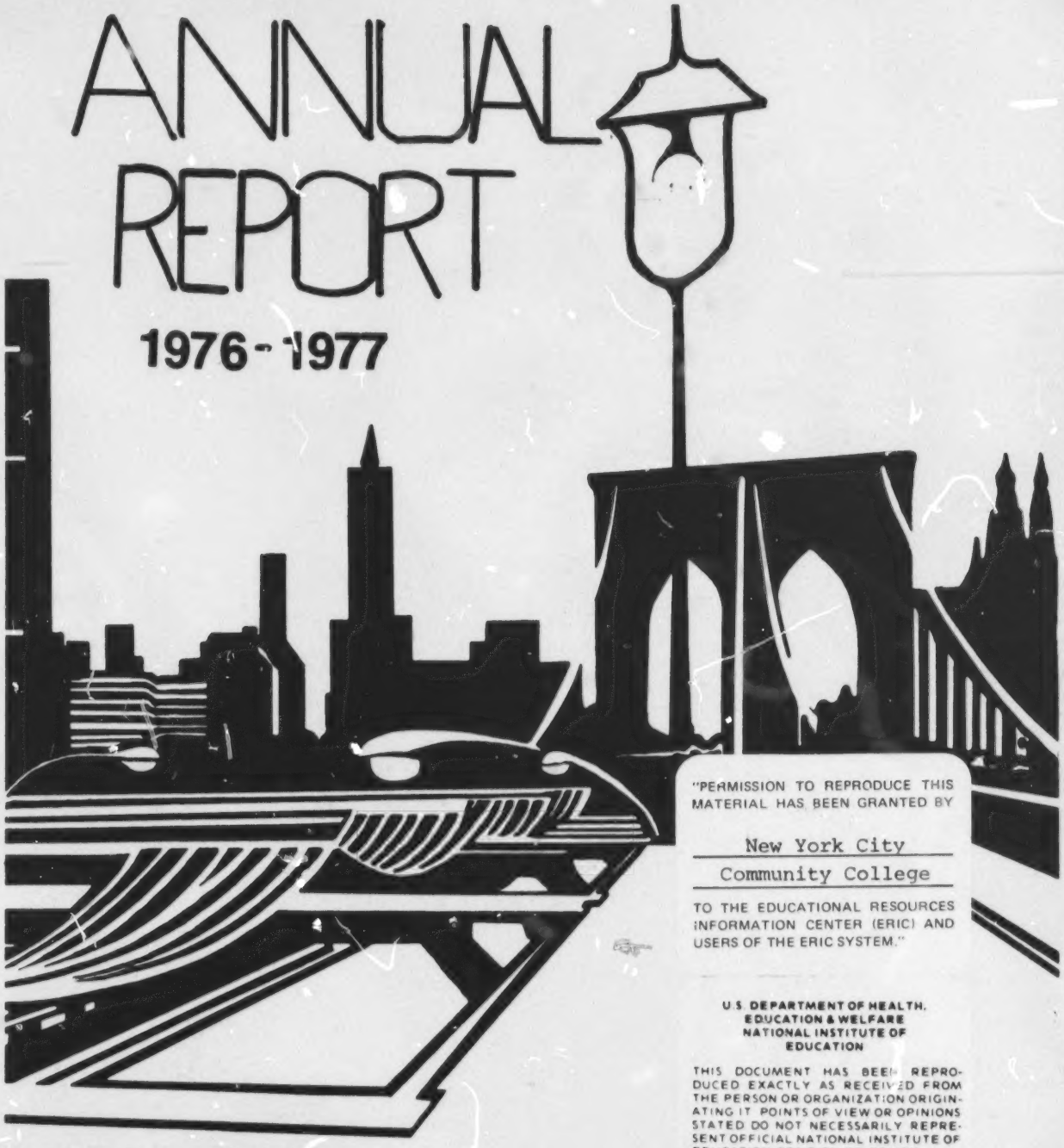
ANNUAL REPORT

1976-1977



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CONTINUING EDUCATION

2

New York City Community College of the City University of New York

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

December 9, 1977

Peter J. Caffrey
Acting President
New York City Community College

Dear President Caffrey:

Attached is a copy of the Annual Report of the Division of Continuing Education and Extension Services for 1976-77.

This Report provides tangible evidence of the commitment of New York City Community College to adult continuing education and community services. The sustained support of the College for these activities, despite formidable budgetary constrictions, continues to demonstrate a genuine understanding of the basic objectives of a comprehensive community college in an urban setting.

We welcome this opportunity to once again express appreciation for the support and cooperation of the administration, faculty and staff of the College.

Sincerely,

Victor Lauter

Victor Lauter, Dean
Division of Continuing Education
and Extension Services

VL:mg
att.

New York City Community College of Applied Arts and Sciences is Administered by the Board of Higher Education of the City of New York under the program of the State University of New York

ANNUAL REPORT

1976 - 1977

DIVISION OF CONTINUING EDUCATION
AND EXTENSION SERVICES

NEW YORK CITY COMMUNITY COLLEGE
300 Jay Street
Brooklyn, New York 11201

December 1977

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NEW YORK CITY COMMUNITY COLLEGE

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INTRODUCTION

Fiscal Problems and a Policy for Continuing Education Funding

Nineteen seventy-six-seventy-seven was a year once again shaped and distorted by fiscal pressures. The Division of Continuing Education, New York City Community College, has historically received its funds through two channels: public tax levy support through the budget of the College and special program funds through grants and contracts. In both areas we sustained losses in 1976-77.

The budget crises of the College sharply impacted continuing education. The Division of Continuing Education, which in 1975 had ten central staff members, was diminished to five by the Fall of 1976. During the summer of 1975, we lost the two staff members responsible for the Cultural Affairs Program of the College and two central staff program developer/coordinators. In the summer of 1976, we lost a third program developer/coordinator. The developer/coordinators comprise the program development shop of the Division.

These cuts are now being registered in the loss of program possibilities. Grant monies declined from $1,025,443 in 1975-76 to $967,050 in 1976-77 with further losses forseeable for 1977-78.

The 1976-77 College cuts also affected the fiscal format of our tuition courses which are open to the general public. In the past, funds for instructional costs and educational supplies for continuing education courses were supplied from the budget of the College. The College's drastic cuts in temporary service funds and supply monies changed this pattern. There was no budget allocated to continuing education in these areas for 1976-77. An emergency method had to be devised to make funds available for the instructional and other operational costs of continuing education courses.

A temporary structure was devised to deposit and expend tuition fees. The Alumni Association of the College, in cooperation with the Division of Continuing Education, sponsored the courses. Fees were deposited in a controlled account with the Faculty Student Association.

Instructional costs and incidental operating costs were then paid out of this account, with expenditures limited to income received.

Our experiences here contributed to the development of a university-wide policy on continuing education scheduled to be implemented in 1977-78. In July 1976, in answer to a query from City University of New York on how New York City Community College envisioned a viable policy for continuing education support, the following statement, endorsed by then President Herbert M. Sussman, was submitted:

> It is a responsibility of a comprehensive community college to provide a program of continuing education. Support for this is found in statute and in the New York State Board of Regents Policy Statement regarding the functions of community colleges: "To provide programs of continuing education appropriate to and consistent with the level immediately above the high school in the educational system, to assist adults of all ages to meet changing educational, cultural, and economic conditions, and to implement changes in their personal objectives".
>
> The re-accreditation of New York City Community College by the Middle States Association was based upon its attaining its objectives, one of which is "to provide formal and informal educational opportunities for those who endeavor to meet changing personal and career objectives".
>
> The major difficulty in providing support for the range of programs serving the community is that the Board of Higher Education by-laws and policies are inappropriate for this function. These programs must be flexible and immediately responsive to the changing educational needs of the various community constituencies served by the College. Board by-laws are designed to serve the mainstream functions of degree granting curriculums.
>
> Programs of continuing education in higher education institutions rarely have the continuity of the degree curriculums. They vary greatly in the hours of instruction. They cannot be restricted by the College calendar or the requirements of faculty curriculum committees. By nature, they are designed for a specific population and for a specific purpose. They can be given once and never repeated because the need for the program has been met. They can be repeated in many cycles if that is required. To provide this flexibility, continuing education programs are staffed by part-time specialists employed for limited periods. The over-all planning, administration, and supervision of these varied programs are in the hands of the permanent professional staff. This 'program shop' then, is in the business of discerning and meeting the educational needs of the adult community whose needs are not met by the degree granting curriculums.
>
> To offer more than the present lip service to the cause of continuing edu-

cation, particularly during this period of retrenchment of resources, a new model of fiscal support is required. Since it is an obligation of the College to provide services, it should provide resources for a professional staff and facilities. However, the instructional costs for the program should be supported through tuition directly returnable to the Division of Continuing Education. While it is possible that a small surplus may be generated, these minor funds should be reserved for other operational costs as well as seed money for extending community services.

By supporting the instructional costs of continuing education programs through the direct use of the tuition collected, the service available to the community, its unions, its employers, its government agencies, and to other special populations greatly increases well beyond the tax levy support to the central staff.

In addition, permitting the community colleges committed to the community service in a full program of continuing education to collect and use tuition to support its programs, will enable the colleges to work closely with the very tax paying citizens on whom it must depend for its institutional survival.

After a year of varied patterns of fiscal coping for continuing education programs by individual colleges, a university policy statement was formulated and approved on June 6, 1977 by the Council of Presidents.

On the funding of Continuing Education, it declared in part:

The cost of instruction of continuing education activities should be self-sustaining and therefore paid for entirely by the revenues generated from the students. Instructional costs are here defined as: 1) the salaries of faculty members and their fringe benefits, and 2) special educational supplies including paper, books, xeroxing, printing and related costs assignable to continuing education.

College budgets should provide for administrative (including clerical) support of continuing education programs. Additionally, the cost of heat, light, guard service and special rental for space shall be assumed by the College as a part of its continuing commitment to the University's mission of public service.

Each college will be responsible for setting fees for continuing education courses, subject to approval by the Board of Higher Education in the Chancellor's Report. The single constraint will be that instructional costs as defined above shall be covered by revenue generated by continuing education activities. Coverage of costs need not, however, be on a course by course basis, but should rather be for the entire program. The income from some courses may be used to offset deficits in others.

Once the fiscal mechanisms for this policy are pinned in and tested in practice, there

will exist a community college commitment to continuing education and a structure of response to the changing needs of adult learners in the working population who can afford the payment of tuition.

Special Adult Public

In addition to the working adults who turn to the community college seeking career advancement, technical skills upgrading, and preparation for licensure and certification, there are other adult special publics who come to us with educational needs but who cannot pay for programs and courses.

These special publics include the aging, the handicapped, minority groups, the inmate and ex-offender, the unemployed and underemployed -- those with educational deficits, whose previous educational lives have been marked by denial, discrimination or failure.

The commitment of the College to administrative support of a central staff for continuing education gives us the 'program shop' for both continuing education courses for the general public and also program development for special publics. The central staff are the proposal writers and fund seekers who make possible the search for grants and contracts to mount programs for those special adult publics that cannot pay fees.

In 1976-77, the Division of Continuing Education received 25 grants totalling $967,050 to implement programs for these special publics.

Enrollment -- 1976-77

Six thousand twenty-seven students were enrolled in grant funded programs. One thousand nine hundred sixty-three were enrolled in tuition courses -- a total of 7,990 students.

In 1976-77, the total number of students served by noncredit continuing education courses declined by 1,298 from the total number served in 1975-76 (9,288). Almost all of the decline was accounted for by the loss of Institute of Study for Older Adults funding for six months. I.S.O.A. is our single largest program and the loss of half a year's courses registered a sharp loss of service.

All other programs maintained or enlarged their enrollment.

In our tuition courses, which enrolled predominantly working adults, 80.2 percent of the students completed the courses. In grant supported programs, whose students arrived with histories of failure, severe social, economic and family problems, physical handicap, and involvement with the criminal justice system, 47.1 percent of our students completed their full program. Although the attrition rate is clearly much higher in grant programs than in our tuition courses, the tremendous life-coping problems of many of the adults in the grant programs underline the impressive ability of nearly half of the enrollees not only to satisfactorily complete an educational program but, more than that, to redesign their lives in order to do so.

Staff Development

A number of staff development seminars, workshops and conferences marked the 1976-77 academic year. Some took place within discrete programs; for example, at meetings of the staff and faculty of the technical programs for ex-offenders at our Voorhees Campus in Manhattan and of the Learning Center for ex-offenders in our Midway Building in Brooklyn.

The Project Director of the Certificate Program in Accounting, Typing and Computer Data Entry Techniques for Deaf Adults organized a series of four formal professional development seminars for staff, teachers and advisory committee.

The Division Coordinator of Institutional Programs, together with the faculty and staff of the Basic Literacy Program at the Brooklyn House of Detention and the Learning Center, cooperated with other agencies and colleges serving the detainee, to sponsor a city-wide conference on detention education.

For the first time in the history of the Division, an all-day staff retreat was held (April 30, 1977). It provided an opportunity for the staff to air and discuss areas of tension and discontent occasioned by a host of problems, particularly the differential status of central staff on college lines, project staff in temporary, insecure grant positions, and the inequities of

C.E.T.A. (Comprehensive Education and Training Act) staff provisions. The retreat probed the issues and procedures affecting staff morale, analyzed the philosophy and purpose of the Division, examined weaknesses in seeking internal and external support and suggested the reorganization of the regular staff meetings of the Division.

Contributions of the Division to Local and National Adult Education

During 1976-77, the Division of Continuing Education received recognition in a number of ways.

Professor Judith McGaughey, Coordinator of Institutional Programs, was selected by the New York Adult Education Council as winner of the third annual Winifred Fisher Award in Adult Education for "outstanding individual achievement as an adult educator in a formal setting". The Institute of Study for Older Adults received a special citation of merit program award from the New York Adult Education Council for "outstanding contributions to adult education in New York City".

During 1976-77, Professor Constance McQueen, Coordinator of Adult Programs, served as National President of the National Council on Community Services and Continuing Education and also national President of the Coalition of Adult Education Organizations.

Victor Lauter, Dean of the Division of Continuing Education, was elected to the Presidency of the New York Adult Education Council for 1977-80.

Field Placements in Continuing Education

Nineteen seventy-six-seventy-seven witnessed the wider use of continuing education programs at New York City Community College for field placements in both undergraduate and graduate studies. For the past seven years, the Division has supervised social work students assigned here by their graduate schools for field placement in community organization and social group work. Among the graduate schools of social work assigning their students here have been New York University, Adelphi, Fordham, and Hunter. Their field placements were primarily in programs serving the aging, the detainee and ex-offender.

This year in addition, Columbia University Teachers' College placed an intern here for an intensive field experience in adult education. She was directly involved in the Consumer Education program which trained elders as advocates and teachers of their peers in consumer education. A student from the New York University Deafness Research and Training Center studied selected aspects of our vocational training program for deaf adults, and a number of undergraduate students took assignments here for experience in educational counseling with disadvantaged adults.

The students, particularly the graduate students, brought to the work of the Division fresh approaches, probing questions, critical evaluation and, in most instances, a commitment to adult education as a field in which adults could find opportunities for personal growth and social contribution.

Continuing Education Units

In 1976-77, the Division of Continuing Education, in cooperation with public agencies and technical societies, expanded its assignment of meaningful C.E.U.'s (continuing education units). Through collaborative designation of educational courses as significant for specific fields of learning, continuing education units became more than records of time devoted to courses (ten hours equivalent to one continuing education unit). They became units of recognition by such associations as the Joint Education Committee, Federation of Societies for Coatings Technology, the American Society of Radiologic Technologists, and many others.

Conclusions and Perspectives

Despite the damaging loss of an additional central staff member, and the loss of six month's funding and courses in one of our largest grant programs (Institute of Study for Older Adults), 1976-77 was a productive year. It was not a "growth" year; we lost money and people. But the content of much that we did was enriched.

In the tuition area many courses were developed in cooperation with industry and the working adult student to meet new needs, technological advances and middle-management

imperatives. Technical workshops and seminars examined emerging problems and sensitive issues. New interchanges between the professional personnal of public agencies, our college faculty and New York City Community College alumni practitioners were established. One seminar, for example, on the Biological Effects of Ionizing Radiation: Implications in X-Ray Practice, examined the possible biological consequences of unnecessary X-Ray exposure and the sources of unnecessary patient exposure. After the seminar, Mark Barnett, Associate Director, Division of Training and Medical Applications, of the Bureau of Radiological Health, Department of Health, Education and Welfare, wrote: ..."a situation like the one at New York City Community College, in which a representative of an agency such as ours can interact with practicing radiologic technologists and their teachers, represents a valuable opportunity to test both established assumptions and new ideas in a 'real world' environment".

Departmental support within the College underlay this kind of educational enrichment, not only in the Division of Allied Health and Natural Sciences, but in the Division of Commerce and the Division of Technology. This was true not only for tuition courses, but for the programs funded by contracts and grants as well.

In the grant programs, linkages with outside agencies and institutions were broadened, clarified and stabilized. Their resources provided indispensable support services for our programs serving the aged, the handicapped, the inmate and ex-offender, and minority groups.

There were, however, some serious disappointments. Proposals for a Work-Education Expanded Opportunities Program, for Training of Para-Legal Elders, for Providing Access to Technical Education for Low-Income Women, for the Involvement of Elders and Adolescents in a Community Education Program, for a continuation of our Minority Small Business Persons' Training Program, and for expansion of our Consumer Education Program, and many others failed of funding. Many of the proposals received fine ratings but lost out in the competitive scramble for restricted funds.

The rejection of a large number of proposals indicates to us that 1977-78 will witness

a sharp drop in funds garnered through grants and contracts.

This will place significant pressures on the Division to find ways to sustain the College's commitment to serve adult publics with special needs.

A large accent will also be placed on continuing to strengthen ties to unions, industry, commerce, and technical organizations and to further develop our linkages with other community agencies and institutions.

I. TUITION COURSES AND PROGRAMS

Tuition courses are designed to meet the needs of adults seeking academic and technical skills, career change and advancement, certification, licensure and upgrading.

The 1976 budget cuts of the College did not leave this area untouched. As a result of the cuts, a central staff coordinator -- the Coordinator of Industrial and Technical Programs at the Brooklyn Campus -- was lost. This coordinator developed and coordinated fee-supported courses as well as grants and other community service programs. The remaining central staff, together with grant coordinators, cooperated and made possible a productive year, intensifying relationships within the College, beginning new out-reach programs, and increasing our enrollment.

In the Fall 1976 semester, 821 students were enrolled in tuition courses, in Spring 1977, 1,142 students, a total of 1,963 for the academic year 1976-77.

New Courses

During the 1976-77 academic year, the following new courses were developed and offered:

Basic Bookkeeping
New York City Air Pollution Control Code -- Industrial Processes
Fundamentals of Digital Computers
Introduction to Microprocessing: Hardware, Software, and Applications
Counseling Seminar for Hearing Health Professionals
Principles and Practices in the Medical Audit
Orientation to Family Centered Maternity Care
Rehabilitation in Selected Neuromuscular and Orthopedic Disorders
PSRO and Related Assurance Issues
Impacts of Institutional Life on Aging
Governmental Regulations in Long Term Care
Patients' Bill of Rights
Residential Building Inspection
Modern Dance
Clowning Workshop
Clerical Skills
Advanced Tooth Carving
Energy Management in Existing Buildings
Special Topics in Biomedical Equipment Technology
Timbale Techniques
Galantine Techniques

Numerical Control Programming
Environmental Health and Safety in the Health Care Facility
High School Equivalency Preparation in Spanish
Notary Public

Many of these courses, as in the past, were outgrowths of existing programs. Timbale Techniques and Galantine Techniques were developed in the Restaurant and Food Service Program; Advanced Tooth Carving in the Dental Technology Program. Many courses originated because of student interest and needs and/or in response to new directions evidenced in occupational areas, for example, New York City Air Pollution Control Code -- Industrial Processes, Energy Management in Existing Buildings, and Notary Public.

College Support

The rapport established with the divisional deans of the College, the departmental chairpersons and our own faculty has continued to develop and is one of the strengths of the programs. Despite the fiscal restraints of this past year, faculty and staff worked enthusiastically promoting the programs, developing new ideas, and helping to meet the changing needs of the occupational fields we serve. When possible, lab materials and supplies as well as special equipment were made available to us. The scarcity of space necessitated working closely and cooperatively to effect optimum programming.

Summer Program

During the summer of 1977, the Division offered a limited summer program composed of a GED (Preparation for High School Equivalency Examination) and a Notary Public course. Students in the GED course were motivated to complete the intensive program because of its short duration. The continuity of classes every evening gave force to the program and the attrition rate was unusually low. Efforts were made to have all our students take the GED examination at a local high school.

Course Adaptations

Many courses were adapted to meet the special needs of students. The high school

equivalency program grew not only through the addition of the summer program and high registrations throughout the year, but also through the development of a curriculum for study in Spanish.

A number of other courses for disadvantaged adults acquired different formats, particularly our English as a Second Language Program. New courses were tailored to meet the needs of students in our federally funded Cooperative Education for Older Adults Program.

To decrease the rate of attrition in our English as a Second Language program, a tutor was provided to serve the two ESL courses. Because of the enormous variation in backgrounds and language skills, it had been difficult to satisfy students at the peripheries of the two levels of English -- the least skilled in the Basic Level course and the most advanced in the Advanced Level course. The tutor divided the two-hour period into two separate sessions: the first hour was devoted to review and drill for several of the least skilled students in the Basic Level course and the second hour to rapid conversation and criticism of written assignments for several of the most articulate students in the Advanced Level course. Both groups returned to their regular classrooms at the completion of their respective hours. The instructors were able to teach more effectively, and students profited from some individual attention that heightened their interest.

One way in which the tuition supported program was able to serve other students of the Division involved working closely with the Cooperative Education Program for Older Adults. Students in this program enrolled in courses in Nursing Home Administration, Restaurant and Hotel Management, and Pest Control Operations. However, it became necessary to expand our existing courses to include new ones for the co-op students, such as Bookkeeping and Clerical Skills. Our ability to remain flexible and meet such needs and make the changes necessary for our students provided additional strength to special programs.

Our Restaurant and Hotel Management Program continued to grow despite several cutbacks in supply monies and increases in the prices of food. While problems of space prevented

our offering a cake decorating course (requested by 12-15 students in the degree program) we were able to offer two new courses: Timbale Techniques and Galatine Techniques. These food courses are offered primarily for persons employed in the hospitality industry.

Another program, modified to meet new conditions, was our Advanced Driving Instructors' Education course. The New York State Education Department, in cooperation with the Bureau of Motor Vehicles, sought to improve the skills of instructors who teach the state-mandated three-hour Pre-licensing Program. We reviewed our current thirty-hour course in relationship to the curriculum guidelines developed for the Pre-licensing Program. This led to the inclusion of components of the state curriculum. As a result, the course was approved by the Bureau of Motor Vehicles as meeting the revised state regulations (January 20, 1977).

During the 1975-76 academic year, we reinstituted the 100-hour Nursing Home Administration course required for licensure in New York State. For the 1976-77 academic year, we ran a number of new courses designed for administrators and approved by the Board of Examiners of Nursing Home Administrators of the New York State Department of Health as worthy of continuing education credits for the maintenance of the nursing home license. These courses include: Impact of Institutional Life on the Aging, Governmental Regulations in Long Term Care, and Environmental Health and Safety in the Health Care Facility. This program reflects the concerns of professionals, instructors, and students and was conceived and developed with concern and regard for meeting the social and cultural needs of nursing home residents.

During the Spring 1977 semester, the student association of the American Institute of Architects at the College again used their student association club money to provide an opportunity for forty students to take a seminar course: New Directions in Architectural Technology. The students' continuing commitment to the program emphasized the positive interplay between continuing education courses and the degree granting program.

Another program, jointly offered to faculty and staff by the Office of the Dean of Stu-

dents and the Division of Continuing Education, was Standard First Aid and Personal Safety, and Cardio-Pulmonary Resuscitation. The program, taught by a member of the College active in all phases of first aid, was initiated by the Office of the Dean of Students as a way to meet the needs of the College, since the budget cuts had left us without a nurse and a health office. On Thursday, June 2, 1977, a reception was held for faculty and staff who completed the program. Not only has the College community benefited, but the skills learned were reported as useful in the community and at home.

Our Intensive Coronary Care course continues to enroll large numbers of students. In evaluating their program this year, students underlined their need for hands-on experience, demonstrations of sophisticated equipment and field trips. The course planned for the Fall 1977 semester will include a visit to one of the community hospitals.

Staff Reception

The Division's annual reception for staff and teaching faculty was held on May 5, 1977. Attended by approximately 140 guests, this social event provided an opportunity for an exchange of greetings and ideas. The students of the Divison's Hors D'Oeuvres and Canapes class prepared the buffet for the event and delighted the guests by serving a large variety of delicious food.

Relation to Grant Programs

Our experience in the tuition-based courses has led to the development of some grant proposals. While at this writing, decisions about funding are not known, it is worth noting the relationship between the tuition supported programs and those proposed for external funding by governmental and private agencies. Following are descriptions of some of the proposals.

Pest Control Vocational Training for Students with Limited English Language Ability: This program's overall goal is to provide vocational training in Pest Control Operations for twenty economically and educationally disadvantaged adults with limited English-speaking ability; to develop an effective way to teach adults competency in a vocational-technical

field accompanied by competence in the English language; and to improve the capabilities of the Pest Control industry to provide well trained exterminators for the urban communities. Our Pest Control Operations and English as a Second Language faculty worked cooperatively to develop the curriculum.

Preventive Maintenance of Heating Systems for Combustion Control in Inner City Areas: The goal is to provide seminar/workshops in first echelon preventive maintenance and performance evaluation of heating systems in inner city multi-unit dwellings so as to reduce housing abandonment and decrease air pollution. This is a program developed in cooperation with the faculty and the chairperson of the Environmental Science Department.

Nursing Home Administration for the unemployed college graduates: The goal is to provide training for college graduates who hold baccalaureate degrees and are currently unemployed so that they may become qualified for executive positions in nursing homes and hospitals for the aging. This proposal emerged from our experience with the 100-hour course in Nursing Home Administration, our relationships with professionals in hospitals, and our recognition that these students need field internships in order to qualify for licensing.

Outreach Programs

Our outreach programs during the 1976-77 academic year included: an Executive Training Workshop with Hillcrest General Hospital which was conducted on the premises of the hospital; an exploration of medical terminology needs for the staff at the Memorial Sloan-Kettering Cancer Center; and a field experience for the students in our Intensive Coronary Care course.

The Executive Training Workshop (30 hours), sponsored by the Division in cooperation with Hillcrest General Hospital, is designed to provide hospital middle-management personnel with the knowledge and skills necessary to function effectively within the total health care setting. Topics include: labor relations, basic hospital financial management, art of management, communication, hospital law, computers, materials management, the physician

and the hospital, and the delivery of health care.

A relationship with Memorial Sloan-Kettering has been established with a view toward a cooperative effort. A medical terminology course to familiarize secretaries, typists and other health care personnel with the necessary knowledge is under consideration. At present, a job analysis is being completed in order to ascertain the required level and intensity of the program. Hospital staff who might be included in such a program would be those employed in medical records, para-medical abstractors, and secretaries.

Forward Look

The 1976-77 academic year was rewarding. Budget, space, and instructional resource problems persisted. Despite such problems, a number of new courses and ideas were conceived. This was made possible by the efforts of all the staff of the Division, intensified cooperative relationships with the rest of the College, our outreach initiatives, willing teachers and enthusiastic students.

The courses already developed for the 1977-78 academic year promise to offer another productive year. Projected courses include: Modular Construction Systems, Preparation: Licensed Stationary Engineer Examination, Physical Plant Management for Cooperatives, MBO for Long Term Health Care Facilities, Pulmonary Hygiene, Implementing Primary Nursing, Renewable Energy Resources, and other noncredit courses.

II. PROGRAMS FOR OLDER ADULTS

Institute of Study for Older Adults

Enhancing Community College's Services for the Aging is a project of the Division of Continuing Education, New York City Community College. It is the major segment of The Institute of Study for Older Adults (ISOA) which offers courses to the aging in senior centers, residence homes, nursing homes, and other areas of concentration of older adults.

The goals of the program are to:

1. Bring education to our senior citizens in their communities.
2. Stimulate, train and create an understanding among faculty and staff of community colleges in New York City to develop education programs and services for senior citizens in their communities.
3. Train the aged themselves to develop leaders to assume responsibility for educational programs in collaboration with community colleges, neighborhood associations and other agencies.
4. Conduct seminars and conferences with a variety of participants including our students, teachers, other educators and public officials in order to study the needs of older adults for Continuing Education, improve the quality of our services to older adults, and help develop a pedagogy for the older adult.

The seven other CUNY community colleges have joined New York City Community College in bringing classes to senior citizens in all five boroughs of New York City. There are now 100 centers offering over 180 courses and involving over 5,000 senior students in the program. This program is funded under contract with the New York City Department of Aging through the Older Americans Act Program administered by the New York State Office for the Aging.

In June 1976, funding for this program was discontinued, but was reestablished as of January 1, 1977. This report, therefore, covers only a six month period. The reports on the Advocacy and Leadership Training for Social Action programs cover the full year, July 1, 1976 to June 30, 1977.

The Institute of Study for Older Adults held 65 courses presented in the first (January) semester and 53 courses in the second (April) semester, for a total of 118 completed courses. We expect 69 courses to be offered in the September semester.

A breakdown, by subject area, of courses selected in the first and second cycles indicates those subject areas which continue to be of interest to older adults and the direction of developing trends:

Course	January	April
Anthropology & Sociology	3	5
The Arts	3	2
Dance & Movement for Physical Health	7	3
Drama	5	6
Economics	2	2
English	4	8
Foreign Language	7	5
Government & Politics	3	3
History	2	3
Perspectives on the News	7	3
Philosophy & Religion	4	0
Psychology	10	6
Science & Health	7	6
Social Action	1	1

Developmental psychology, personality, human relationships and various other aspects of science and health continue as predominant interests. The emphasis on physical and emotional well being is increasingly reflected in the selection of courses in drama and movement. In drama, 11 courses were selected in the first two semesters of 1977 as compared to the 6 courses given in this subject during 1974-75. Requests for courses in English were most often oriented toward basic skills and ESL, but reflected the interest in self-expression as well. The improvement of communication, with language and other skills as tools, was a consistent factor in the courses checked for study.

The talents and dedication of teachers have often created opportunities for the enrichment and support of ISOA's program. Caught up in her work at the Surf Solomon Center, a teacher continued to meet with students beyond the 9-week session and through the summer. The inter-

est generated in discussion and study resulted in an additional course paid for by the center. A former teacher, now with the drama department of the University of Pittsburgh, and in New York for summer course work on a doctorate, arranged for a play she wrote and staged to be presented at Bedford-Stuyvesant's Harriet Tubman Center. The center's members were respondents who reviewed and critiqued the play. Playwright, actors, and center members all benefited from the lively and stimulating interchange. A young teacher of oral history and techniques guided his students through the process of interviewing and recording on tape. This teacher then invested the time to collate and re-record excerpts from some two dozen tapes to highlight the historically significant insights imbedded in the reminiscences of older adults. These are just a few examples of the interest and contributions of ISOA teachers.

The emphasis in working with center directors was upon raising the priority given education. Many directors seem convinced that center members are interested primarily in recreational activities. The role of mental stimulation in zestful living and a sense of achievement is overlooked. Recreational funds allocated with little, if any, provision for education fosters this attitude.

The necessity for center personnel to work cooperatively with the ISOA program was stressed at a meeting for center directors. To work effectively with centers, it is essential for ISOA staff to be on the scene and active in all phases of programs. Assistance from Institute staff is needed in the organization of education committees and procedures whereby seniors can participate in assessing the wishes of center members, selecting courses and making decisions. Recruitment and course arrangements should involve seniors as well as center personnel. It is also essential to work with center directors in course scheduling that will not conflict with other activities and events. Center directors who play a continuing role often make the difference between good or poor participation.

In the past, field work was done by program coordinators who visited centers on a regular basis and who, along with other professional staff, observed classes and evaluated teachers.

Neglect of this vital aspect of the ISOA program in the first and second semesters due to budget cuts and lack of personnel, must be corrected insofar as possible, in the third semester. Processes which give the ISOA program its particular character and strengths are in jeopardy because of inadequate staffing and coordination.

Enrollment and attendance in the January and April semesters varied. Some courses enrolled 30-35 students and others only 10, with an average attendance of 27 in both semesters. Warnings were issued to those centers with low attendance and where the prognosis for improvement was poor, a few centers were dropped. Registration for the January semester was 1,753 students and for the April semester, 1,454 students.

Advocacy Training for Older Adults

Under a Title IV-A Older Americans Act grant from the New York State Office for the Aging, upon recommendation from the New York City Department for the Aging, the Institute of Study for Older Adults offered seven courses in Peer Advocacy this year.

Registration and attendance at the courses were as follows:

Course	Semester	Location	Registered	Average Attendance	Completed
Advocacy in Health	Fall	Manhattan West Side	20	15	11
Income Rights & Support	Fall	Brooklyn Downtown	18	12	8
Advisory Committee in Senior Centers	Fall	Bronx Fordham	16	8	6
Income Rights & Support (in Spanish)	Spring	Manhattan Lower East Side	18	15	11
Health Programs	Spring	Brooklyn Downtown	21	18	16
Advisory Committee in Senior Centers	Spring	Brooklyn Brighton	20	9	6
Information & Referral (with Brooklyn R.S.V.P.)	Spring	Brooklyn Downtown	16	15	16

	Courses	Registered	Completed
Total Fall	3	54	25
Total Spring	4	75	49
Total Program	7	129	74

The purpose of this program was to train a group of older adults, active in their centers, as advocates, teachers, leaders or counselors, in the areas of Health Programs and Facilities in the Community, Information and Referral, Income Rights and Support, or serve on Advisory Committees at Senior Centers.

All of the courses met once a week for two hours, for twelve consecutive weeks, providing the students with 24 contact hours of instruction. Students in the courses in Health also visited several hospitals on field trips to become familiar with hospital procedures.

In the Fall, two procedures were employed to recruit students for the courses: blanket mail, and phone solicitation to senior center directors. During the first semester, personal contacts were established between ISOA staff and various activist senior individuals and organizations. These contacts served as the matrix of the recruitment drive for the Spring. We hoped to recruit twenty students to each class. This goal was achieved in three of the seven classes. The average registration was 18.4 students.

There was a higher rate of completion in the Spring than in the Fall. We believe the different recruitment efforts of the Spring were a major factor. By directing attention to students through their peers, seniors were more aware of the program and what to expect. This may account for the decrease in the dropout rate (54% to 34%) Fall to Spring.

Students provided input during both semesters in informal ways, usually through reaction and comments to class discussions. These comments helped to serve as raw data for the teachers to use during the curriculum meetings. During the semester break, a community meeting was organized to evaluate the Fall semester and make recommendations for improvements in the Spring courses.

The outcome of this program will depend upon the number of students who become advocates in their centers. A group who attended the class in Information & Referral Counseling from the Brighton Older Adult Luncheon Club, has established a Social Service Clinic at their center. The clinic is open one and a half hours a day, three days a week. We hope to follow

up all of this year's students next year to determine what changes have occurred in their service for their peers.

Our work, over the last two years, in advocacy and leadership training indicates that the peer advocacy and leadership approach can be useful in stimulating older adults to get off the shelf and play a meaningful role in society. In the next few years, we shall be training older adults as peer advocates and peer teachers, as paralegals for their peers, as reality orientation therapists, and in numerous other areas. The programs developed are important to release the elders from their ties to ageism and to start the process of confidence building that leads to greater fulfillment.

We are particularly pleased with the results of the Spanish class. Both the registrations and completions were the highest of the three groups of learners in Spanish that we brought together this year. (The others were in Leadership Training in Social Action held in East Harlem, and Consumer Education held in the South Bronx.) Student interest, class participation, and the group's activity, demonstrated successful involvement. The numbers are not yet large, but this was the first attempt to train the Spanish-speaking elderly in peer support. Three years ago, following two years of failure, we offered our first successful courses in the Spanish-speaking community. This is a significant step forward and we project future training courses with this group.

Leadership Training for Social Action

Under a grant from the New York Foundation, twelve courses were conducted in Leadership Training for Social Action during the year. Two hundred and thirty-three students from the five boroughs of the City of New York were enrolled in these courses. The Division of Continuing Education issued one hundred and thirty-one certificates of completion to graduates of the twelve courses. Some staff personnel from senior centers also attended the courses. These individuals are not reflected in the attendance figures.

The twelve courses break down by borough as follows:

Borough	Fall Semester # of Courses	Fall Semester Graduates	Spring Semester # of Courses	Spring Semester Graduates	Total # of Courses	Total Graduates
Manhattan	1	13	3	35	4	48
Brooklyn	2	26	1	14	3	40
Queens	2	21	1	7	3	28
Staten Island			1	12	1	12
Bronx	1	3	—	—	1	3
Total	6	63	6	68	12	131

The fourth class in Manhattan was conducted for the Spanish elderly. Ten students began this course and six received certificates of completion. The class was conducted completely in Spanish and concentrated entirely on their special needs. The objectives of the program were: to help the older adults understand the legislative process; how to become effectively involved in their communities; how to relate the problems of the older adult to legislation and to administrative decisions; how to form coalitions with other groups; how to conduct a meeting or get the floor at a meeting; how to reach other people; the various means of communication; and to gain the confidence in themselves to take an active part in society.

During the Fall semester, the instructors met as a group prior to the initial classes, and during the semester itself. At these meetings, a curriculum design was formulated. Each instructor shared his/her particular area of expertise. These various aspects of leadership were integrated into a model curriculum.

This model was presented to each class and students were encouraged to alter the plan in accordance with their needs. Initially, students were satisfied with the curriculum, but each group tended to emphasize different aspects of the program. For example, Queens classes desired to learn about legislation, especially patterns of funding for senior centers. In contrast, Brooklyn groups were interested in effective techniques of organizing coalitions, and styles of conducting a meeting.

Curriculum planning meetings for the teachers continued on a bi-weekly basis throughout the Fall Semester. Class feedback was used to improve various aspects of the curriculum.

These meetings were a voluntary service provided by dedicated teachers.

During the semester break, a community meeting was organized to evaluate the Fall semester and make recommendations for improvements in the Spring courses. The following individuals and groups were invited:

1. All students of the first semester
2. Directors of senior centers
3. Representatives of Coalition of the Concerned for Older Adults, State-Wide Senior Action Committee, and the Grey Panthers

Thirty-seven individuals attended the meeting. The majority of them were students. Out of their suggestions, the following areas of the curriculum were expanded:

1. communication skills
2. community organizations and their relation to senior centers
3. how to form alliances
4. effective preparation and style in running a meeting
5. how to stimulate interest and support among senior center members for projects of mutual concern
6. methods of recruiting members to senior centers

The average registration in the twelve classes was 19.4 students. The average number of graduates was 11, or a completion rate of 57%. Other ISOA courses average a 75-80% completion rate. Some reasons for the relatively poor retention here were: difficult weather conditions; problems with transportation; inadequate facilities at course sites; subject matter not specific enough; duplication of programs and conflicts with other activities; and the length of the courses.

Efforts were made to correct many of these problems for the Spring semester and the drop-out rate decreased.

Many of the graduates used their newly developed skills at a City Hall rally called to protest proposed cuts in senior centers. Our students were in the forefront of the planning and organizing efforts for this demonstration.

ISOA hired two able students from the advanced class to team-teach an ISOA course,

"Techniques of Social Action". Their competency was a benefit to the students they taught and a reflection of the program's impact.

The Spanish course participants, although small in number, began to exert their leadership skills even before the end of the class. As a practical case study, they organized support for a Spanish hot-line in New York City. Efforts included determining a need, preparing evidence, and presenting their case to the Mayor.

Although we did not accomplish all we had hoped to, the past year was a clear success. We trained 131 students for leadership roles in social action. Some members of the group are now lobbying for a course in paralegal training for next year. A number of the graduates made a place for themselves for the first time in many years, and have moved into leadership roles in their senior centers. We see our students at public hearings, outdoor rallies, and demonstrations. We believe that many elders have undergone a process of revitalization through education.

Seniors Teaching Seniors -- A Consumer Education Program for Older New Yorkers

The Baruch College, New York State Legislative Institute and the New York City Community College Division of Continuing Education, conducted a consortial program in consumer education leadership training for two hundred older adults in New York State during 1976-77. Cooperating upstate with the urban consortium were four educational institutions:

Broome Community College
Office of Continuing Education
Binghamton, New York

College of General Studies
State University at Albany
Albany, New York

Multidisciplinary Center for the Study of Aging
SUNY at Buffalo
Buffalo, New York

Field Learning & Student Affairs
All University Gerontology Center
Syracuse University
Syracuse, New York

The program had two goals: the dissemination of consumer information, and the training of seniors as consumer educators. The major objectives associated with the achievement of these goals were:

- to provide basic information, resources, and skills in the areas of health; housing; economics of the marketplace; legal rights and consumer law; financial management; energy consumption, conservation, and public utilities; federal assistance services, medicare, social security, S.S.I.; consumer representation, advocacy and social action.

- to train older Americans in New York City and four upstate areas as consumer educators by imparting to them understandings, attitudes, and skills which will enable them to teach others to make rational and intelligent consumer decisions in light of their personal values, their recognition of the personal values of others, their recognition of marketplace alternatives and social, economic and ecological considerations.

- to develop, on the part of older adults, positive attitudes concerning their ability and worth, as a result of reexamining their purchasing patterns and becoming wiser and more assertive consumers.

- to develop instructional materials geared to meet the needs of the older Americans acting in the role of consumer educators.

- to acquaint professionals in academic fields with the specific methodologies required for teaching older people by means of a workshop geared to this end.

The project staff in New York City and upstate planned several activities for the purpose of bringing about these stated objectives:

1. Eight workshops were held for approximately two hundred older New Yorkers. These workshops were held in the Fall of 1976 and the Spring of 1977. The two Fall workshops held in New York City were conducted as pilot programs whose purpose was to provide data for the Spring workshops. The six Spring workshops included two in New York City, one in English and one in Spanish, and one each in Albany, Syracuse, Binghamton and Buffalo.

2. A two-day institute for workshop lead teachers was organized. The workshop emphasized the processes of planning, implementing and evaluating programs in the area of consumer education for older Americans.

This program was funded by the Department of Education (Consumer Education Division) under the Elementary and Secondary Education Act, 1965, as amended. Of the "official"

enrollment of two hundred and five, we graduated one hundred and fifty-three. The other fifty-two senior citizens who participated partially, received appropriate letters of completion instead of diplomas.

Each workshop series was given in a senior or community center as follows during the Fall of 1976 or Spring of 1977:

	Enrolled	Graduated
Brooklyn, New York (Catholic Charities Bldg)	32	22
Queens, New York (Archer Avenue Senior Center)	38	19
New York City (Ethical Culture Society)	18	13
Bronx, New York (Lincoln Hospital)	9	5
Buffalo, New York (Salvation Army Senior Center)	37	34
Binghamton, New York (Broome County Senior Center)	18	13
Syracuse, New York (Community Center)	28	22
Albany, New York (Jewish Community Center)	25	25
	205	153

This statewide program in consumer education was unique in our experience in several ways. It was this Division's first opportunity to participate in joint programming for senior citizens with several public and private colleges and universities, intra-state. In addition to our colleagues in continuing education around the state of New York, there were two nationally recognized gerontological institutes also affiliated in this venture. Thus, a consortium of New York City Community College's Division of Continuing Education and the Legislative Institute of Baruch College, CUNY, developed and administered a statewide program with the direct support and close cooperation of four upstate institutions of higher education. These institutions, in turn, recruited and trained senior citizens from urban, suburban and rural settings to be teacher/facilitators in consumer education.

Secondly, New York City urban colleges designed a consumer education curriculum for senior citizens first in an urban setting and later adapted this curriculum and experience to the needs of senior citizens in less urban and rural communities. This was accomplished through the close professional ties with our sister institutions and by regularly communicating with our affil-

iate colleges in the program. In preparation for this program, we sought the advice and gained the participation of these instititutions and their leaders. They made outstanding efforts to implement a program of senior citizen education. Out of this effort came a flexible, comprehensive curriculum and a consumer education manual.

The third highlight of the program was the workshop series in the South Bronx involving the Hispanic population who spoke little or no English. The Hispanics of limited English-speaking ability were difficult to locate since they were not usually affiliated with center and church activities. Their involvement in the consumer education program took them out of their homes to a public place in ways to which they were not previously accustomed. Their participation in consumer education led to other activities with the Asociacion Nacional Pro Personas Mayores, and with the New York Public Interest Research Group (NYPIRG).

Feedback from students and staff registers the continued involvement of the participants. An Albany student sent a letter to the editor of a local paper expressing her appreciation that the program provided her the opportunity to become an active member of society again. Many of the Buffalo area graduates have begun various programs in community agencies dealing with consumer information dissemination and social action for the elderly. In addition, the coordinator of the Buffalo area N.Y.P.I.R.G. has expressed an interest in utilizing workshop graduates to work on consumer related actions. Our Hispanic students from the Bronx testified at the annual hearing of the New York City Department for the Aging and at the first regional conference of the Asociacion Nacional Pro Personal Mayores stating their case for more specially developed services for the Hispanic elderly. Thus, feedback from both professional and student participants indicates that the Seniors Teaching Seniors -- Consumer Education Program for Older New Yorkers was helpful in upgrading the students' consumer information knowledge and in training the students to take on an activist role in their communities.

Cooperative Education Program for Older Adults

The Cooperative Education Program for Older Adults was established in July 1975 by the

Division of Continuing Education with grant assistance from the Department of Health, Education and Welfare under Title IV-D, Cooperative Education Programs. With renewed funding for FY 1976-77, the project continued to work toward the goal of assisting adults, 45 years and older, to enter or re-enter the job market via new career possibilities gained through participation in a cooperative education experience.

Project Background

Cooperative Education (co-op) is defined as an educational process which formally integrates students' academic study with related work experiences in cooperating organizations. Through this interaction of study and work experiences the student enhances his academic knowledge, personal development, and professional preparation.

The Cooperative Education Program for Older Adults attempted to utilize the cooperative education concept as a means of providing older adults, who required re-orientation to education and new career possibilities, with academic preparation, career education, and on-the-job training.

Originally, the Cooperative Education Program for Older Adults was to be an extension of the existing cooperative education program at New York City Community College, which would place emphasis on an older student population. Due to the 1975 cuts in the College's budget, the Central Office of Cooperative Education was eliminated. As a result, the Cooperative Education Program for Older Adults was modified and administered solely within the Division of Continuing Education. Financial contributions (cash and in-kind) and administrative input came from Continuing Education while space facilities, telephone, mailing and accounting services were donated by the College.

Project Description

Academic areas for co-op participants were taken from the non-credit curriculum of the Division of Continuing Education. In the project's first year, academic areas were selected from the existing curriculum. Because this curriculum was limited and non-comprehensive,

in the second year it was necessary to increase the number of co-op options by developing new courses. This was possible due to the flexible structure and administrative organization of the Division. However, even with the addition of new courses, co-op participants still had a limited number of available courses from which to select in any one academic area. As a result, co-op participants could only pursue part-time study within the areas of Clerical Skills, Restaurant and Food Service, Nursing Home Administration, Pest Control, and Sanitation Management.

A major objective of the Cooperative Education Program for Older Adults was to implement a work/study model congruent to the strengths and needs of the older adult. It was originally planned to have the participant spend the first semester in academic preparation and a seminar course which would have been followed by a semester of fieldwork combined with follow-up and additional seminar activities. In some cases, this approach was possible. However, since a large number of participants experienced academic difficulty in their first semester, it was necessary for them to undertake a second semester of academic work prior to placement. These participants completed fieldwork activities during the summer months.

In summary, two calendar schedules were employed by the project. Those participants who were able to successfully complete the Fall semester of part-time study, were placed in field experiences during the Spring semester; participants who were not academically prepared after one semester of part-time study enrolled for a second semester. Summer placement followed.

Outcomes and Results

Thirty-two older adults, recruited from the New York City area, enrolled in the Cooperative Education Program for Older Adults for the 1976-77 academic year. All participants were 45 years of age or older, and unemployed or marginally employed. The average participant was 49 years of age, Black, female, and had a high school diploma or equivalency. Most participants had been away from formal education for several years, while the length of

absence from the job market ranged from one month to 32 years.

Nineteen of the 32 enrollees have completed or are expected to complete the cooperative education experience. To date, six participants have successfully completed both the academic preparation and the field experience. Nine participants have completed the academic study and are currently working in field assignments which they are expected to complete this coming September. To date, six persons have been offered permanent employment by their field employers. The project is currently attempting to place the remaining four participants in summer placements which would also terminate in the Fall. A sufficient number of placement slots for all participants had been developed throughout the course of the year. However, difficulties in matching these individuals to employers stemmed from: personnel interviewers' discrimination against the participant; participants' inability to pass employment screening tests; and competition with high school and college students for identified summer positions.

In addition to the age discrimination barrier, the project experienced a general lack of sufficient resources to adequately address the crucial educational, financial, and remedial needs of the participant population. First, not equipped financially to offer full scholarships or training incentives, the project lost a large percentage of its participants who could not bear the financial strain of paying tuition, attending school and maintaining family and personal responsibilities. And finally, the Division of Continuing Education did not have a sufficient curriculum base from which to administer a co-op program. This was evidenced by the necessity, semester-by-semester, to develop academic courses for co-op participants, which created difficulties in establishing placements and scheduling the Study-Work calendar.

Summary and Conclusions

In summary, the Cooperative Education Program for Older Adults was able to assist the majority of its participants to enter or re-enter the job market via new career possibilities. However, procedures, methods, study schedules, and work-study time tables that were utilized

did not fully comply with definitions and guidelines of cooperative education. Although placements were directly related to a participant's career area, the project closely resembled a manpower training program with special counseling and supportive features. This approach was implemented because it permitted the older adult to gain needed permanent employment and coincided with a limited curriculum. The older adults who were attracted to, and eventually enrolled in the program, were financially and educationally disadvantaged. Although these individuals were eager and motivated to improve their life situations, the Cooperative Education Program for Older Adults did not have adequate resources to provide for their financial, remedial, and training needs. Although special seminars, tutoring, courses, counseling and partial tuition scholarships were provided, they were not adequate to serve the needs of such a population.

Much was learned from the experience of administering the Cooperative Education Program for Older Adults. We found that an integrated learning experience that combined classroom preparation, career education, experiential learning and counseling could facilitate the entry or re-entry process into the job market. We also determined that to adequately serve unmet needs of educationally and economically disadvantaged adults, an integrated experience-based program must be equipped with adequate and sufficient resources (curriculum, staffing, financial assistance, training delivery, stipends, etc.). A program that cannot provide these basics can only expect limited success.

III. ADULT READING ACADEMY

The Reading Academy, funded by the U. S. Office of Education, Department of Health, Education, and Welfare, had its first year of operation in 1976-77. It is a major goal of the program to provide adults (16 and over) with functional literacy skills. Through individualized and small group instruction, supplemented by tutoring, counseling, and supportive services, the students received intensive instruction in reading, writing, and related skills.

Entering students contracted for eighty hours of instruction and were encouraged to set a personal goal for themselves, such as being able to read a sewing pattern or entering a high school equivalency class. Classes emphasized everyday reading tasks, helping the students to fill out applications and forms, read signs and menus, and learn to shop intelligently. Individual and group counseling focused on problem solving, on issues related to education, and on upgrading or obtaining employment. During the year, 260 students were served. The reading level of the students increased an average of 1.67 for each eighty hours of instruction.

The first year was successful and relatively smooth. Classes began on November 1 with 45 students and a waiting list; from March to June, weekly attendance averaged 115. Recruitment of students, largely from social service agencies and by word of mouth, was almost automatic. Illiteracy is a large, and apparently growing, problem -- and the Reading Academy is one of the few programs in the city that takes non-readers.

The staff has, however, spent a good deal of time adjusting our format to the realities of the population and the resources we have. Adult literacy programs, especially in urban areas, recruit students who are likely to have multiple personal problems. While most of the evening students work, their jobs are marginal and tenuous; most day students receive some form of public assistance. Many students have untreated health problems, unresolved child-care problems, or legal difficulties. In addition, they are often apprehensive about returning to school and doubtful about their ability to learn. Frequently, other concerns must take

priority over education. The resulting periods of absence can be disruptive, not only to the student's own learning, but to the program.

The other important factor we needed to consider was how to schedule and staff the Academy. Right to Read guidelines strongly urge, although they do not mandate, the use of volunteer tutors as a good way to achieve a low-cost program. The Division's proposal, as funded, projected 4-6 paid tutors from the College's Work-Study program and 10 to 15 unpaid volunteers recruited from the community. We eventually did receive 5 tutors from Work-Study, although relatively late in each semester, and we were able to recruit eight steady volunteers. Volunteer tutors, however, are very hard to recruit, require much time to train and supervise, and often are unable to make a long-term commitment to the program. All thirteen tutors functioned simultaneously for about a two-month period from March through May.

In the meantime, the students asked for, and we agreed they needed, an intensive program. In order to become functionally literate in one to two years, most of them needed nine to fifteen hours of instruction per week. In addition, many were enrolled in welfare or youth employment programs that required them to attend school for a minimum of fifteen hours. Our problem, then, was how to schedule 115 students (with reading levels from 0 to 8th grade) for from nine to fifteen hours per week in morning, afternoon, and evening sessions with a staff that averaged between ten and fifteen hours per week, often at erratic hours because of college schedules, supplemented by volunteers who were here an average of four hours per week. And, just as pressing, how do we train and supervise volunteers if the staff is needed to teach the students?

We were never able to give every student the same teacher for every session, but we did evolve a system of team teaching that we believe is highly effective and that gives the students continuity and structure. Once a student or volunteer tutor has received basic orientation (either from the program's Educational Coordinator or from Literacy Volunteers, who have been very helpful to us) he or she becomes a member of a team, headed by one or two lead teachers.

The tutor may work with one or two students who need special help or may assume a specific function in the group, for example, supervising oral reading, teaching hand-writing or grammar, or introducing literature lessons. This does put considerable responsibility on the lead teacher, but it provides the tutors with the supervision and structure they need.

The team approach also helps solve the problem of discontinuous attendance since the returning student can fit into a different small group if the original one has advanced too far or can work on his own for a while. The student is not lost, and the group is not disrupted.

The combination of individualized and small group instruction has worked well, although the groups are sometimes larger than ideal. The effect on academic progress, on attendance, and on retention, has been positive. Of fifty students who completed over eighty hours of instruction, thirty-five attended between 100 and 209 hours, raising their reading levels as much as three to four grades in one year. Several of these have now gone on to receive high school diplomas or have entered GED or job-training programs. In an intensive program, they have made progress rapidly and their goals are not so distant.

The Reading Academy is a complicated program to administer, but because of an unfailingly flexible staff, some highly competent college student tutors, and a generous handful of volunteers, the students made substantial achievements.

IV. CORRECTIONS PROGRAMS

Basic Literacy Program, Brooklyn House of Detention

The third year of operation of the Basic Literacy Program (BLP) commencing in December 1976 saw the extension of the program to a new population at the Brooklyn House of Detention (BHD) as well as to ex-offenders in a community based setting. The BLP is funded by Law Enforcement Assistance Administration (LEAA) monies provided by the Mayor's Criminal Justice Coordinating Council (CJCC).

The BLP was established to improve the basic English skills of reading, writing, and oral communication of program participants. The program's methodology is to utilize inmate tutors on a one-to-one basis. The primary goal is to raise by an average of one grade or more the literacy level of students reading below the seventh grade level.

The administration of the BHD continued to designate the sixth floor as an educational learning center for inmates participating in the program which provides an educational atmosphere conducive to learning. The classes were conducted in the dayroom areas. One hundred forty-four hours of participation and/or exceptional work within the course of a three-month cycle were the criteria for successful completion of the course.

Students scoring below the seventh grade level and tutors scoring at the ninth grade level or above on the diagnostic tests administered (the Adult Basic Learning Examination and the Wide Range Achievement) were considered for acceptance into the program. The individual's commitment to learning and the length of time he was likely to be detained also played a role in the selection process.

During the first two weeks of each three-month cycle, students were in classes conducted by the BLP staff while the tutors were given 28 hours of intensive tutor training. Instruction covered human relations, communications, tutoring techniques, and mastering the educational materials. The tutors were then assigned to work with a student. The California Achievement Test (CAT) was used to measure students' reading gains during a cycle. The average gain was

one year for every forty hours of instruction.

The program was also extended to the third floor of the BHD where inmates are held in protective custody. The educational atmosphere was easy to maintain because of the small number of tutors and students and the general absence of administrative problems due to the special nature of the floor. Attrition was the major problem since only nine men were housed on the third floor at one time and transfers to the floor only occurred for security reasons. The six graduates averaged a 1.2 yearly gain for each ninety hours of instruction.

At the same time, the services of the BLP were expanded to ex-offenders with the opening of a community based operation in the Midway Building of New York City Community College. Classes were held Monday through Friday from 1 - 3 p.m. In spite of attendance problems stemming from daily survival issues such as lack of housing, employment or ill health, ten students managed to attend Midway classes on a regular basis. Six students were pre- and post-tested showing an average reading gain of one year for every forty hours of instruction.

The operation of an educational program in a detention facility creates a diversity of administrative and educational hurdles which must be dealt with on a continuing basis. Some of the obstacles during the past year were:

1. The need for constant recruitment which is a time consuming but necessary task for the BLP staff because of the high attrition rate (46%) of program participants. For example, many men are sent to upstate facilities, others are released or bailed out.

2. Necessary security regulations within the BHD caused class delays and reduced the time in which staff could spend working with tutors and students. Among these were: locking in and out, access to dayrooms, waiting for elevators, and interruptions caused by court visits, attorney visits, phone calls, and medical rounds.

The need for continued educational services to inmates at detention facilities and to ex-offenders is so great that it justifies the effort necessary to overcome administrative, social, and economic problems endemic to this overlooked and neglected population. The project

provided a mutually beneficial learning experience for participant, staff, the Division of Continuing Education, the BHD, and participating support agencies.

Learning Center for Detainees and Ex-Offenders (Brooklyn Campus)

The Learning Center for Detainees and Ex-Offenders, funded by the New York State Education Department, Division of Continuing Education, New York City Community Trust, New York Foundation and Chemical Bank, began its second year of operation July 1, 1976 and continued through June 30, 1977. The program had two components, one offered to detainees incarcerated at the Brooklyn House of Detention and the other offered at the College to an ex-offender population. The Center assisted detainees, ex-offenders, parolees, and probationers in improving their reading, English and math skills in preparation for high school equivalency examinations, training programs, jobs, and further education.

During the year, the program serviced 345 students. It was successful in raising the reading and math scores of its student population while maintaining a non-threatening, open educational environment. Improvement in reading averaged 1.3 grade levels for eighty hours of instruction, while math improvement was 2.4 grade levels for eighty hours of instruction.

In attempting to increase the reading and math levels of our students, the Learning Center utilized an instructional system that was largely individualized. Working with a ratio of approximately one instructor to ten students, the program relied on no one single method of teaching, but rather exposed the student to a wide variety of materials and teaching techniques. Much of the time, the instructor acted as a guide to assure that the student had been assigned appropriate materials, understood what she/he had to do and was proceeding correctly. Before a student received a new assignment, the instructor checked the work.

Students progressed at their own rate. Flexible scheduling enabled the student to attend class morning, afternoon, or evening, or some combination (e.g., some mornings, some afternoons). Students had to attend class a minimum of six hours and were able to enroll for as many as twenty hours per week.

Although providing direct services to a sizable number of students, the Division realized that the Learning Center would only reach a small percentage of the prisoner and ex-offender population in the New York City area. To broaden the scope of the program, a series of related tasks were performed. The Center produced a manual, "Learning Centers for Detainees and Ex-Offenders: Guidelines for Program Development and Operation", that was disseminated to similar programs and other interested persons. It planned and ran a one-day conference entitled "Detention Education: Reality or Illusion", at the CUNY Graduate Center, attended by over 100 people, and developed a directory of services for prisoners and ex-offenders.

The conference, which brought together people from all areas of education and the criminal justice system, stimulated discussion about the area of detention education and will, hopefully, serve as a starting point for continued activity. Since the conference, we have received suggestions for creating an ongoing organization to share information and convince people of the importance of providing educational services to detainees. This year, a graduate student assigned to the Division will be working to establish such an organization. The manual is presently being disseminated to over 200 people and organizations. The Learning Center has received requests for information about the program from all areas of the United States and all requests are being answered. Although it is too early to tell, we believe that the manual will be of assistance to many similar developing programs throughout the country. The directory, with descriptions of services provided by agencies working within the many aspects of the criminal justice system, will be helpful in referring clients to appropriate sources and informing people in the field what services are available.

In examining the results of the Learning Center, it should be emphasized that although we did have many successes during the year, we also had problems and program weaknesses. Our classes at the Brooklyn House of Detention were more difficult to run than in the past. A court ruling mandating single cell occupancy lowered the institution population by approxi-

mately 50% and necessitated large numbers of inmates being continually transferred to other institutions. Thus, there were fewer men available to enroll in the program and the men who did enroll had a greater risk of being transferred out of the building. Also, we were never able to resolve the problem of high attrition, both at the jail and the College. Other problems related to difficulties associated with maintaining a functioning advisory board and finding full or part-time employment for our students.

In conclusion, we believe that the second year of the Learning Center proved that a program for detainees and ex-offenders can not only assist large numbers of men and women, but also provide information that will be helpful to similar developing programs. The dissemination process of the Learning Center is being continued and will, hopefully, become more valuable as we continue to examine and discuss ways of improving the project.

Vocational Certificate Programs for Ex-Offenders (Voorhees Campus)

Beginning in the Fall of 1972, the Division of Continuing Education at New York City Community College began offering full-time, noncredit, vocational certificate programs at the College's Mid-Manhattan Voorhees Campus for 70 to 90 disadvantaged adults. Directed toward a target population of Vietnam-era veterans, inmates and ex-offenders, ex-addicts and addicts in rehabilitation, these programs demonstrate the need and validity of intensive industry-supported skills training for disadvantaged adults at a community college. More than 2,000 applications have been received during the past four years. Four hundred and sixty-seven students enrolled in these non-stipended programs in Machine Tool, Air Conditioning and Refrigeration, Radio and Color TV Repair, and Welding during the five-year period from 1972-77.

The ethnic composition was as follows: 49% of the participants were Black; 33% Hispanic; and 18% Caucasian and other. The ages of the students ranged from 18 to 53 with a mean of 28, and 11 students were women. One hundred seventy-nine students completed a program and 140 were placed in one or more jobs.

Community College Programs

As community college programs conducted on campus, the Certificate programs possess significant advantages. The program shares the same classroom and laboratory facilities with the degree programs and the program staff have the professional and technical support of the faculty and staff of the College.

For many disadvantaged students, the majority of whom did not complete high school, being in a college environment is an important incentive.

The most important advantage, however, derives from the reputation and contacts which the College has established over the past thirty years with industry, professional groups and trade organizations. Particularly helpful in this regard has been the continuing financial and technical support of the Electronic Industries Association which has co-sponsored the Voorhees Certificate programs since 1973.

The tradition of maintaining close ties with industry has been continued in the Certificate programs through regular contact with employers. In a few instances, placements have been made each year for three consecutive years with the same company. The Kodak Corporation has hired three graduates of the Certificate programs.

Intensive Training

In contrast to the degree programs, which place the greater emphasis on the development of cognitive skills, the Certificate programs stress the development of motor skills. This emphasis demands intensive training over a relatively long period.

In eight months, the 800-hour Color TV and Digital Electronics Repair* program and the 880-hour Machine Tool program train graduates for direct entry into skilled positions as electronic technicians and third class machinists. This is accomplished through five to six

*Fifty hours of digital logic training was incorporated into the Color TV (Analog) program in the 1976-77 year just completed and which will be expanded to 100 hours in the coming year. Familiarity with this rapidly growing new technology has opened up many new job opportunities for our electronics graduates.

hours of daily hands-on training which has the added benefit of preparing the student for the transition from school to the work place.

The 370-hour program in Welding accomplishes much the same objective in six hours a day, four days a week over four months of training.

The intensity of training makes it necessary to place a heavy emphasis on the recruitment and selection process. For the past three years, fewer than one out of every seven applicants could be accepted for training.

The first two weeks of each program cycle constitutes the selection period during which time up to 20% of the starting groups may be replaced from the waiting lists. This rigorous but necessary measure gets the programs off to a good start and actually serves to increase morale among the students who meet the stringent attendance, punctuality and performance requirements.

Attendance and punctuality are stressed throughout the training cycle and those falling below the minimum of 80% cannot receive a certificate and usually drop out or are terminated.

Support Services

Support services consist of counseling, tutoring and job placement. Counseling is devoted primarily to obtaining financial, medical and social services for the students and, occasionally, their families. The counselor enlists the assistance of the staff and frequently of other students to encourage individuals with serious emotional or health problems to seek treatment at clinics and through agencies and organizations ranging from Alcoholics Anonymous to the Office of Vocational Rehabilitation.

Tutoring for academic deficiencies has been available through the services of a part-time tutor and is also available through the College Tutoring Center.

A full-time placement specialist was added to the staff in the Fall of 1975 making placement available on a year-round basis. This has made possible the placement of dropouts, part-time placement of students still in training, and second and third follow-up placement of

graduates. Field trips to industry and workshops on various aspects of getting and holding a job have been increased in number and scope.

Job Training for Ex-Offenders

Since 1975, the Voorhees programs have been funded by the New York City Mayor's Criminal Justice Coordinating Council. The objective is to serve a target population of parolees, probationers, inmates of pre-release centers and ex-offenders. The typical participant during this period was a 30-year old male who had served an average of 26½ months in prison, was unskilled and a high school dropout. Close to half of these enrollees had been unemployed for more than eight months out of the previous year and 52% were receiving welfare benefits.

By August 28th of this year, 42 graduates had been placed at an average hourly rate of $3.75/hour and at least six more had situations pending.

Summary

With intensive, four to eight months of training, patterned as closely as possible after the actual job descriptions of industry, the Voorhees Certificate programs are designed to provide the training necessary for direct entry into skilled jobs in industry and the service area of the economy.

Community colleges, as institutions which "...are rapidly becoming the most productive manpower training institutions in the nation..."*, provide an ideal setting for certificate programs as a model for community supported education and training opportunity for disadvantaged adults.

*Rogers, David. "Vocational and Career Education: A Critique and Some New Directions", Teachers College Record, Volume 74, Number 4 (May 1973), p. 482.

Institutional Food Service Training Program

The Institutional Food Service Training Program is funded under the Vocational Education Act (1968 Amendments) through the New York State Education Department. We have completed our second funding year, which encompassed our new community-based component and our component at the Brooklyn House of Detention.

Our overall objective was to train disadvantaged adults in the area of food service. Additionally, we were strongly committed to developing jobs and counseling students as to other educational training programs based on student needs and abilities.

At our Brooklyn House of Detention component, instruction was provided in the following areas: cooking, food sanitation, food controls, business math and overview of the food service industry. Classes were held on the sixth floor of the Brooklyn House of Detention at 275 Atlantic Avenue. We completed one cycle and four modules with 36 successful graduates and 19 students who earned their food handlers' certificates from the New York City Health Department.

At our community-based component, which was housed at the Namm Hall Cafeteria on campus, intensified instruction was provided in baking, cooking, overview, food controls and food sanitation for 150 hours of instruction. A unique aspect of this program was the internship in which students received actual "hands-on" experience, which totalled an additional 50 hours.

We completed three cycles at our community-based component with 56 students completing the course of study and 55 students receiving their food handlers' certificates. Out of these 56 graduates, 24 were placed in positions relating to food service, 14 have chosen to continue their schooling, and 1 has opened her own restaurant.

A concerted effort was undertaken to saturate potential employers with information regarding our program in the expectation of enhancing and improving the placement prospects of our students. Some employers, among them Friendly Ice Cream, Inhilco, Saga Foods, and Globe

Foods and Products have contacted us and hired our graduates.

Another significant accomplishment in the past year was the development of a number of self-paced, individualized, modular, audio-visual materials in the area of food service. Done in cooperation with the New York City Board of Education, each module consists of sound on slide equipment, script and/or cassette. This permits students an opportunity for step-by-step skills development training thereby learning at their own pace. This gives us an innovative instructional technique accompanied by curriculum information. We also feel that we can demonstrate their use and lend them to other agencies and institutions who are interested in utilizing them.

Mention should also be made of the favorable publicity received from the Sunday Daily News article of February 6, 1977. Recruitment of students for the program escalated. Moreover, numerous agencies and institutions in the field of food service contacted us about our program, and their need for our technical assistance.

Students, instructors and staff all feel that our third year will be even more productive. We will continue to refine our delivery system so that students can have the opportunity to receive food service training leading to meaningful employment.

V. OCCUPATIONAL AND UPGRADING PROGRAMS

Sanitation Management Certificate Program

In the past seven years, 711 adults (453 men, 258 women) have successfully completed courses in the Division's Sanitation Management Certificate Program. These adults represent a wide range of institutions and responsibilities. Over 65% come from health care facilities with the remainder representing schools, office buildings, hotels, motels, industrial plants and food processing centers.

Sixty to seventy percent of the student body are working at supervisory or management levels in housekeeping and building services. Additionally, students are drawn from contract cleaners, laundry services and a significant number who at mid-life are changing careers and entering this field for the first time.

Working adults come to the program with mixed expectations. Most want additional education and training for career upgrading; many desire recognition by professional associations -- the National Executive Housekeepers Association and the Environmental Management Association. Others come with the intent of furthering their education to increase their personal and professional opportunities. Some come at the specific request of employers and supervisors so they will be in a better position for promotion.

The level of commitment to the program among students has been consistently high. The attrition level (number of students who have dropped out before finishing courses) has averaged over the seven years of the program only 7.6%. Though students' educational levels in the program have ranged from elementary school through college, their performance and growth have been outstanding. The heterogeneity illustrated by participants' ages, ethnicity, educational background and work experience, has stimulated a diversified program, yet focused on students' work-related educational and training needs.

The current five courses in the program cover academic and applied areas of study, including:

chemistry-microbiology
written and oral communications
business management
training
economics
human relations
sanitation technology
personnel management
purchasing and budgets
interior design

One hundred and one students (64 men and 37 women) received Division certificates for completing individual courses in the program during the past year. To date, forty-eight adults have completed the entire program with a minimum of 320 classroom hours. Through the cooperation of St. Vincent's Hospital, Saturday classes are held at their Manhattan location. Weekday evenings, classes are held at the College's Brooklyn Campus. Referrals for employment in housekeeping, and educational counseling are continuing services provided program participants. Though students do not receive college credit for the courses, the program has gained increasing recognition from professionals in the field. Each year, follow-up reports indicate a growing number of program participants who have advanced in status, financial compensation and job responsibility. Many attribute much of their success to the knowledge and skills gained in the Sanitation Management Program.

Welding Programs

The welding programs, run in cooperation with unions, served two objectives -- apprentice training and preparation and testing for certification.

The apprentice training program for the Boilermakers' Union Local #5 consisted of 133 hours of instruction for 10 men. This included 98 hours of electric arc and gas welding and 35 hours of tungsten inert gas welding.

The welding testing program for the New York and Long Island Chapter of the National Certified Pipe Welding Bureau and the Steamfitters' Industry Education Fund provided for both preparatory welding sessions as well as the actual welding test for specific standard welding procedures. A total of 12 sets of preparatory sessions and tests were conducted for 151 men.

Day Care (Child and Senior Citizen) Center Cooks' Training Program

The Day Care (Child and Senior Citizen) Center Cooks' Training Program was refunded

under the Vocational Education Act (1968 Amendments) for the fiscal year July 1, 1976 to June 30, 1977.

The objectives of this program were:

a. To train one hundred entry level personnel hired as cooks in day care (child and senior citizen) centers to acquire the knowledge and skills necessary to perform adequately as cooks.

b. To provide the trainees with the most current information about cooking procedures, nutritional needs, menu planning, the esthetics of food preparation, sanitation and safety.

c. To provide knowledge concerning the relationship of nutrition to the health of children and the aging, the relationship of foods to one's own cultural enrichment and that of others, the relationship of food to the other programs of the day care centers.

The New York City Agency for Child Development and the New York City Bureau of Purchased Services Senior Centers, assisted the College with the recruitment process. One hundred and eight participants enrolled in the program. Sixty-nine or 61% of the students received certificates.

Curriculum, Course Content

The curriculum of this project was concerned initially with the cook's role, duties, responsibilities and attitude in the day care center and the relationship of the cooks to the health and education of the child and older adult. Other sessions dealt with cultural food habits, key nutrients, family food needs, menu planning, sanitation for safety, preparation of specific foods, quantity cooking, purchasing, record keeping and inventory. Kosher cooking was added to the curriculum this year. Students made a field trip to the Farmer's Market in Pennsylvania which featured an outstanding display of produce, meats, fruits and vegetables.

Instructional Methods

Classroom instruction stressed food demonstrations, laboratory work, a field trip and participation of students in discussion of materials presented by the instructor. This provided opportunity for the examination of students' experiences and problems in cookery from many van-

tage points.

The training took place in two cycles of approximately fifty cooks each. There were two class sections of approximately twenty-five cooks who met with the instructor one day a week, three hours, for seventeen weeks for a total of fifty-one instructional hours per student. During the two cycles, sixteen sessions were devoted to demonstration in a kitchen laboratory. During the periods when the College was closed, the classes met in the training facilities of the instructor.

The day care center directors reported that the program has had the following impacts:

- Individual workshops have been planned by the cooks and shared with other staff members in all areas at the participating centers.
- Menus have been better prepared.
- Cooks approach cooking in a more professional manner.
- Cooks have increased their knowledge substantially.
- Food has been presented more attractively.
- Cooks have clearly expressed a desire to attend the course.
- Cooks have established better working relationships within their own area.
- Communication between the directors and the cooks has improved consistently.

Achievement of Objectives

All the objectives projected were achieved.

Of the one hundred and eight students who enrolled in the program, sixty-nine received certificates of completion. Those who dropped out of the program did so for a variety of reasons, including language barrier, illness, and travel problems.

Several of the students have requested counseling to continue their education. Some have indicated an interest in enrolling in our two-year degree credit program in Hotel & Restaurant Management. One of the large benefits of a training program of this kind is to provide the impetus

for entry level personnel to seek advancement in their chosen careers by enrolling in the credit programs.

Future Plans

The project proposed for the year 1977-78 would continue to train one hundred entry level personnel hired as cooks in day care (child and senior citizen) centers to acquire the knowledge and skills necessary to perform adequately as cooks. The training curriculum will will stand since the needs of the students are essentially the same as those who have already completed the program.

Minority Small Business Training Program

The Minority Small Business Training Program at New York City Community College was funded for four years by the New York State Department of Education under the Vocational Education Act Amendments of 1968. In the four years, approximately 300 persons completed this program in the basic essentials of small business management.

Two target groups were designated:

1. Minority persons engaged in small business enterprises, and,
2. Potential entrepreneurs.

In the 1976-77 program year, 135 enrolled in the program, 93 participated and 60 received certificates of completion. The program included two components -- a basic course and an advanced study of special areas. Forty-four students completed the basic course program, and 16 completed the advanced sequence.

The curriculum of the basic course included the following topics: Introduction -- The Small Business in an Urban Environment; Marketing; Accounting; Retail Management; Business Law; Advertising; Financing; Insurance: Business Organization and Personnel Administration; Marketing Workshop; Setting Realistic Marketing Goals.

The second part of the program provided an advanced course for the students who had completed the basic management training in the 1974-75 and 1975-76 program years. The

advance course topics included: Introduction to Management; Business Law; Taxes; Accounting; Advertising and Sales; Workshops on Specific Management Problem Areas.

The objective of the courses was to upgrade the knowledge of management essentials for those participants already engaged in business enterprise and to prepare those participants not yet in business to cope with start-up problems.

Each year, until September 1976, the program was evaluated by an outside group.* The evaluators' findings were:

1. Absenteeism was a major index of student interest and motivation. Fifty percent of the program's absentees were absent three or more times out of the total of twelve sessions. (No student received a certificate of completion if absent more than three times.) Such absentee rates suggested selective attendance for topics of interest, especially among those already engaged in small business operations.

2. Among half of those who were not proprietors of small business enterprises, the effect of instruction was to increase their expectation of becoming small business entrepreneurs.

3. Although instructional materials were locally prepared to meet the specific educational and experiential backgrounds of the students, the teachers needed to extend individualized assistance to the students to help them understand the materials.

4. The program served two purposes. It served to upgrade the skills of owners and eventual owners. It also helped some students to realize that small business ownership was not for them and thus clarified their career goals.

*Evaluators: Institute for Research and Development in Occupational Education of City University of New York, 1974. New York University, Business Administration, 1975. Baltimore Scott and Associates, Inc., 1976.

Small Business Representation

Among the businesses currently owned by the students registered in 1976-77 were: Janitorial Service, Catering Club for Rentals, Parties, Weddings, etc., Offset Plate Making, Grocery Store, Real Estate, Optical Services, Jewelery Design, Manufacturer of Wood Planters, Dressmaker, Elementary School, Manufacturer of Dolls, Window Cleaning Service, Architectural Firm, Consulting Engineering Firm, Candy Manufacturer, Trucking Service, Health Foods Store, Communications, Leather Crafts Manufacturer, Electrical Contracting, Retail Travel Agency, Commercial Artist/Sign Painter, Noodle Manufacturer, Car/Limousine Service, Handbag Manufacturer.

Among the businesses formerly owned by the students were: Photography Shops, Cosmetics, Maintenance Firm, Fast Food Concession, Taxi, Jewelery and Cosmetics, Jewelery Design, TV and Radio Repair, Knitting Manufacturing, Handbag Manufacturing, Produce, Hardware, Wholesale Import Novelties.

Minority Group Representation

Of the 115 enrollees in the three basic cycles, 73 were Black, 10 Puerto Rican, 6 White, 23 Chinese and 3 others. Forty-one were female and 74 were male.

Of the 20 enrollees in the advanced course, 14 were Black, 2 Puerto Rican, 2 White, and 2 Chinese.

The program, whose objective was to provide opportunities for minority group persons, accepted the limited number of white applicants -- women, a Hungarian couple, and Italians who identified themselves as of a minority group and sought admission to the program.

Future Plans

We have been informed that the project will not be refunded by VEA for 1977-78. It is our intention to actively seek other sources of funding for this program. The Ad Hoc Committee which has advised the program administration over its four-year existence, has volunteered to support this effort. While other sources of funds are being sought, the Division plans

to hold a reunion of all the students who have completed the program since July 1974. The purpose of such a meeting is to receive feedback from the graduates as to their additional needs based on the implementation of the information learned in the original program.

We also plan to reestablish closer linkages with the various Business Development Organizations (BDO's) serving the minority business community in New York City. BDO clients have the opportunity to receive follow-up counseling from the organization in terms of implementing some of the knowledge gained from the program. Another important function the BDO's can provide is longitudinal tracking of graduates of the program. This may yield data on long-range implications of the training offered in the program and the impact of this training on business performance.

State Civil Service Program

For the first time since its inception seven years ago in Fall 1970, the New York State Civil Service Employees Benefit Training Program was substantially expanded due to the offering of courses at two different locations. As in past years, a variety of courses were conducted at the College's Brooklyn campus. In addition, the Division of Continuing Education administered a group of courses at the Downstate Medical Center of the State University of New York, a site several miles distant from the College's downtown Brooklyn location.

As a consequence, the entire program enrolled nearly 400 students in the Fall 1976 semester and over 300 students in the Spring 1977 semester. In Fall 1976, there was a total of 21 courses -- at the College, 9 were offered and at Downstate there were 12 courses.

As in the previous six years, the Civil Service Program continued to be oriented towards providing instruction in basic skills (Improving Reading & Writing Skills, Effective Speaking Techniques, Basic Mathematics, and Understanding and Interpretation of Written Materials), administrative skills (Fundamentals of Supervision and Public Budget and Finance Administration), and technical training (Refrigeration and Air Conditioning, Small Engine Workshop, and Basic Electricity).

The courses are co-sponsored by the New York State Civil Service Department and the New York State Civil Service Employees Association. Employees of the various state agencies located in the New York metropolitan area are encouraged to enroll in these tuition-free courses. Students are provided textbooks at no cost to themselves. The courses are held once a week in the late afternoon and students receive released time from their work in order to attend.

Operating a program at an off-campus site invariably presents some administrative problems but in general with sufficient thought and effort they were, for the most part, satisfactorily resolved. Bearing in mind that at Downstate Medical the majority of students are from that agency, it should be more readily possible than is ordinarily the case to identify reasonably accurately their educational needs. It is our intention to continue to work closely with the CSEA local education committee there so as to develop appropriate courses.

Course development for the entire program, as in the past, is a continuous activity. Students continue to rate the program and the instructors as excellent, for the most part.

As a consequence of the successful operation of the program at two sites this year, it has been proposed that next year, a third site, namely, the Voorhees campus also be utilized. This allows us to provide a greater number and variety of courses, and as well, to provide upgrading education to a larger number of geographically widely dispersed state civil service employees in the metropolitan area.

VI. VOCATIONAL PROGRAMS FOR DEAF ADULTS

The VEA Program for Deaf Adults completed its second year of operation substantially nearer one of its goals: creating a model replicable program for the postsecondary education of deaf adults in New York City.

The program, in its second year, was expanded in scope and in the number of students served. Two vocationally separate curriculums were offered to deaf and hearing impaired students: a) Accounting, or b) Typing and Computer Data Entry. Each vocational course of study was augmented by classes in English and Office Practice. Support services such as counseling and liaison with job placement agencies were again available to students. Students attended classes two evenings a week for a total of eight hours, over a thirty-week period. A number of students elected to take both programs.

Sixty students were enrolled during the year. Thirty-five students attended regularly. Twenty-five students received certificates of completion. Four students received certificates from both vocational programs.

The programs were designed to take into account the differences in ability, experience and skill possessed by a diverse population of deaf and hearing impaired adults. The need for such flexibility was recognized in the first year of operation and confirmed by the experience of other postsecondary programs for the deaf in various colleges around the country. Providing this flexibility to the students resulted in greater satisfaction for the individual student, and greater relevance of the program. All students were required to participate fully in the vocational subjects (Accounting/Typing and Computer Data Entry). The requirements for participation in English, Office Practice and Typing varied so that some students took more, and others fewer classes, in these areas depending on their skills and experience.

Staff Development

The challenge of developing the skills of the staff and the adjunct faculty in their ability to work with deaf adults was met in two ways. A series of professional development seminars

were held monthly. These seminars were conducted by professionals who work with deaf populations in the fields of teaching, counseling, job placement, rehabilitation, and communications. The seminars provided hard knowledge about techniques of coping with the communication and experiential limitations of deaf adults. In addition, a thirty-hour in-service program was conducted for staff and teachers consisting of half- and full-day workshops in Manual Communication, the Psycho-Social Implications of Deafness, Teacher Effectiveness, and Communication Skills and Strategies in the Classroom. Teaching specialists from New York University's Deafness Research & Training Center, and the National Technical Institute for the Deaf (Rochester Institute of Technology) were invited to conduct these workshops.

Liaison with Organizations Serving the Deaf

Liaison with organizations serving the deaf was maintained and expanded. A few examples may be cited. The Job Placement officer of the New York League for the Hard of Hearing conducted one professional development seminar in Job Placement Techniques and Problems for the faculty and staff of our program. The New York Society for the Deaf sent their Job Counselors to conduct two sessions of Group Guidance in Job Readiness for the students. New York University's Research and Training Center placed a graduate student of Counseling in our program for the Spring session which augmented our service of personal and job counseling for our students. In this instance, we were able to function as a field placement resource for other schools. A counselor from the Office of Vocational Rehabilitation (OVR), experienced in working with deaf clients, conducted another one of our professional development seminars. OVR counselors from other districts joined us at some of our seminars.

Job Placement Services

The job placement services of the New York League for the Hard of Hearing and the New York Society for the Deaf were offered to our graduating students. Preliminary assessment of job readiness was made by the teachers and counselor of our program, and progress reports were forwarded to these cooperating agencies on our students who sought employment.

During the summer, the Division of Continuing Education employed three deaf students from the New York City Mayor's Office of the Handicapped Summer Youth Program.

During the year, the Project Counselor participated in a conference organized by the National Technical Institute for the Deaf to which representatives from industry were invited. This unique conference addressed itself to the orientation of employers on overcoming communication differences with deaf adults, preparing employers and deaf job-seekers for an employment relationship.

Problems in Operating Program

Although the students who finished the program were conscientious and ambitious in taking advantage of this educational opportunity, not all students made a stable commitment to the vocational goals. Deterrents to a stable commitment include current conditions of economic uncertainty, the feeling that commerce and industry gives half-hearted compliance to affirmative action for handicapped people, and the possible loss of other sources of support such as S.S.I.

The communicative and experiential deprivations of deaf adults require that there be great dedication by educational institutions and programs to provide remedial education, to upgrade skills and to provide an adequate support structure in order to prepare deaf adults for more skilled jobs and greater participation in the mainstream of the working society. Such commitment on the part of educational facilities in turn requires societal support to realize these reachable goals.

Accomplishments of Program

In addition to the stated goal of upgrading employable skills and helping the students to seek employment, the program was able to provide a social learning environment in which deaf adults gained insight into their potential for competing and coping in the mainstream and the opportunity to develop personal growth and coping skills.

External Evaluation

New York University's Deafness Research and Training Center conducted an observation and evaluation of this program, as was done for the first year, and concluded: "Growth in the program during its second year is evident -- in student enrollment -- in program scope -- . We are mindful of the excellent progress observed from last year to now. [Despite] the variability among students in the program -- we applaud the flexibility already introduced --. The New York City Community College administration has probably done all it can to nurture this new and vulnerable program".

VII. SYMPOSIA: NEW TRENDS IN THE TECHNOLOGIES

Medical Diagnostic Technology

During the past few years, there have been several technological advances in medical diagnostic techniques. These methods provide alternatives which are more accurate and less painful and dangerous than conventional X-ray, EKG, and other related procedures.

In order to present the latest technological progress in this field, grant funds were obtained from the Public Health Service Health Resource Administration of the U. S. Department of Health, Education, and Welfare for the Division to conduct an 18-hour short-term training program: New Technology of Medical Diagnostic Procedures. The tuition-free course, in November 1976, was composed of six three-hour evening sessions during which invited speakers presented lectures. Ample time was provided for discussion.

Four major subjects were considered.

The first, nuclear medicine, was presented by Nathan Solomon, M.D., Associate Professor, Department of Nuclear Medicine, SUNY Downstate Medical Center. Discussed were isotopes, diagnostically useful radiation, scanning instrumentation, generators and radiopharmaceuticals, and organ scanning.

Two sessions were devoted to CAT (computer axial tomography) scanners. Considered were the physics and related theory of CAT scanners, the hardware and the software of the computerized scanning system, and patient positioning. Medical applications of CAT scanners were extensively discussed. The lecturers included James Chang, M.D., Chief of Cardiovascular Radiology, and Howard Gould, M.D., Associate Director of Radiology, both affiliated with St. Vincent's Hospital in New York City. The physics and technology, and the commercial and practical aspects of CAT scanning techniques were presented by Christopher H. Marshall, Ph.D., Associate Professor of Clinical Radiology, and Director of Radiation Safety, New York University Medical Center and Bellevue Hospital.

Ultrasonic techniques was the focus of two sessions. The theory and instrumentation

were explained, followed by an extensive consideration of the applications of ultrasonic methods in obstetrics and gynecology, cardiology, and neurology as well as its use in diagnosis of medical problems of the aorta, pancreas, kidneys, liver, and gall bladder. Morton Schneider, M.D., Director of the Ultrasound Laboratory at SUNY Downstate Medical Center, conducted one of the sessions.

The concluding session concerned radiation protection in diagnostic X-ray procedures. The guest lecturer was Mark Barnett, Associate Director of the Division of Training and Medical Applications, Bureau of Radiological Health, Food & Drug Administration. After reviewing the biological effects of ionizing radiation, Mr. Barnett discussed sources of unnecessary patient exposure from diagnostic X-ray procedures and then explained the FDA program that has been developed to reduce unnecessary patient exposure. Described were performance standards for X-ray machines, educational programs for practitioners and ancillary personnel, consumer education, and quality assurance programs for X-ray facilities.

As specified in the grant, enrollment was limited to sixty. Within the first ten days after the announcement brochures reached the hospitals and related health care facilities, nearly one hundred and fifty applications were received by the Division. It was then decided not to accept any more and select the sixty Public Health Service Trainees from this group. One third were radiologic technicians, with the rest being EKG technicians, nurses, nuclear medicine technologists, and bioengineers.

It was clear from the evaluation forms submitted by the students that they found all the topics to be very relevant to their professional responsibilities. The program's curriculum was submitted to the American Society of Radiologic Technologists for CEU assignment and was awarded 1.8 CEU's (one CEU equivalent to ten class hours).

As a result of this training program, a special seminar: "The Biological Effects of Ionizing Radiation: Implications in X-Ray Practice" was arranged for a 2½-hour evening session in May 1977. Discussed were basic determinants in radiation injury, short-term radiation

effects, long term effects (genetic and somatic) and FDA programs to assist radiologic technologists in reducing unnecessary patient exposure. The American Society of Radiologic Technologists awarded this program a 0.25 CEU assignment.

From the foregoing, it is evident that the Division can play a significant role in maintaining current awareness about the new trends in health care technology.

Hearing Aid Technology

In November 1976, the Division, in cooperation with the Hearing Aid Journal, sponsored the Fourth Annual Hearing Aid Dispensing Symposium at the Sheraton Motor Inn in New York City.

The theme of this all-day symposium was the impact of legislation on the hearing aid specialist. As a consequence of consumer advocacy and governmental legislation, a variety of restrictive legislation is being proposed. The degree to which federal, state and city regulations have been implemented varies and it is imperative that the legitimate interests of all those involved, e.g., the hearing aid specialist, the audiologist, the otolaryngologist, the hearing aid manufacturer, and the consumer, be adequately taken into account. The views of the various governmental regulatory agencies can then be understood in the proper context.

The focus of the morning session was directed to the foregoing issues and also to a consideration of the legal, professional, and ethical issues involved in hearing aid selection. The afternoon session was concerned with the topic of hearing aid service and repair, which were discussed by a panel of hearing aid specialists.

Attending the symposium, and extending greetings at the luncheon, were the presidents of the New York City Hearing Aid Dealers Guild, the New York State Hearing Aid Society, and the New Jersey Guild of Hearing Aid Dispensers.

Symposium registrants arrived, not only from New York, New Jersey and Connecticut, but from cities such as Philadelphia and Boston as well, to cite two such instances.

The symposium has become an annual occasion truly looked forward to by many hearing

aid industry personnel in this geographical region. For the fifth symposium, planned for the coming academic year, it is likely that the number of attendees will equal, or exceed, that of this years of nearly one hundred people.

The interest in professional self-development among hearing aid specialists, as evidenced by attendance at the annual symposia, was further demonstrated by the establishing of a Hearing Aid Specialist Study Group which provides an on-going educational forum in which relevant professional and technical matters can be discussed. In the 1976-77 academic year, the Group met for three two-hour evening seminars. The seminar topics were: An Experimental Study of the Procedure for Fitting Hearing Aids, Current Masking Procedures in Audiometry, and New ANSI Standards of Hearing Aid Performance as Promulgated by the Federal Food and Drug Administration. The Group, which provides opportunities for professional industry fellowship as well as educational improvement, will continue to meet during this coming year.

The programs of the symposium and of the Group were submitted to the National Hearing Aid Society for assignment of continuing education units of credit.

TUITION BASED PROGRAMS

	Hours	Number of Students Fall 1976	Number of Students Spring 1977
Architectural & Building Extension			
New Directions in Architectural Technology	12		23
Automotive Extension			
Refresher Course for NIASE Certification Tests	36		20
Biological Sciences Extension			
Laboratory Techniques I)	60	1)	3)
Laboratory Techniques III)	60	9)	8)
Chemical Calculations	8	7	
Intermediate Hematology	60		14
Mycobacteriology	12		9
Dental Laboratory Extension			
Combined Section: Fixed Bridgework, Tooth Anatomy, Tooth Carving	48	15	16
Porcelain-on-Gold Bridgework	48	18	8
Full Dentures for Try-On	48		6
Driving Instructors Education			
Driving Instructors Education	30	34	38
Advanced Driving Instructors Education	30		18
Environmental Sciences Extension			
Refrigeration Mechanics	90	22	22
Air Conditioning Mechanics	90	8	10
N.Y.C. Air Pollution Code -- Industrial Processes	8	14	
Current Aspects of Local Law 5/73 -- Fire Alarm and Communications Systems in High Rise Buildings for New York City	8	36	
Energy Management in Existing Buildings	12		17
Fire Safety Director Course	16	10	
Foreign Language Extension			
Basic Level English as a Second Language	30	22	16
Advanced Level English as a Second Language	30	18	15
Health Service Programs			
Patients Accounts	24	14	
Pharmacology	24	12	16
Intensive Coronary Care	30	43	26
Nursing Home Administration	100	23	
Impacts of Institutional Life on the Aging	12		10
Governmental Regulations in Long Term Care	16		11
Environmental Health & Safety in Health Care Facility	16		12
Special Topics in BMET	30		27

TUITION BASED PROGRAMS cont'd

	Hours	Numer of Students Fall 1976	Spring 1977
Hearing Aid Extension			
Hearing Aid Dispensing	60		6
Advanced Hearing Aid Dispensing	60	15	
Counseling Seminar for Hearing Health Professionals	20	11	
Hotel, Restaurant, Food Service Extension			
Institutional Food Management	24	17	
Designing the Cold Buffet	48	27	
Timbale Techniques	18		20
Hors D'Oeuvres & Canapes	36		19
Galantine Techniques	18		18
Institute of Law for the Layman			
Notary Public Examination Preparation	6		51
Pest Control Operations			
Pest Control	30	204	142
Pest Control Review	30	20	16
Termites, Carpenter Ants & Other Wood Damaging Organisms	30	28	20
Welding Extension			
Combined Section:			
Oxyacetylene Welding	45	1)	5)
Basic Electric Arc Welding Process	90	6)	7)
Advanced Electric Arc Welding	45	2)	3)
Tungsten Inert Welding	30	1)	3)
Carbon Steel Pipe Welding -- Stick Arc Method	45	1)	1)
Down-Hill & Semi-Automatic Wire Process	30		1)
Special Courses			
Basic Clock Repair	30	19	
High School Equivalency Preparation (GED)	48	127	
Basic Bookkeeping	24	24	10
New Trends in Management	20	10	
Intermediate Clock Repair	30		10
Clerical Skills	84		15
Standard First Aid & Personal Safety	21		18
Cardio-Pulmonary Resuscitation	20		13
Introduction to Microprocessing	60		8

CONFERENCES, SEMINARS AND/OR SYMPOSIA

Hearing Aid Study Group This group of 32 attendees met in the Fall 1976 semester. They paid membership fees of $5.00 each. During the Spring 1977 semester, 60 attendees paid $5.00 each.

Executive Training Workshops - Hillcrest Hospital A thirty-hour course attended by 37, paid for by a $500 fee funded by Hillcrest Hospital.

Detention Conference Held at the Graduate Center, a seven-hour program at which there were 61 enrollees who paid $5.00 each.

Diagnostic X-Ray Procedures Seminar A 2½-hour seminar, attended by 52 enrollees who paid $10.00 each.

Fourth Annual Hearing Aid Technology Symposium 95 attendees; co-sponsored by Hearing Aid Journal. Funded by registration fee: $1,875.

GRANT PROGRAMS

	Hours	Number of Students Fall 1976	Spring 1977
New York State Department of Civil Service*			
Beginning Sign Language	30	18	14
Speed Reading I	30	25	28
Speed Reading II	30	25	
Speed Reading III	30	25	
Basic Conversational Spanish	30	20	18
Improving Reading & Writing Skills	30	13	10
Fundamentals of Supervision	30	20	16
Basic Mathematics	30	15	9
Public Budget & Finance Administration	30	27	12
Fundamentals of EDP	30	15	12
Effective Speaking Techniques	30	9	6
Basic Mathematics**	30	45	31
Basic Conversational Spanish**	30	26	
Refrigeration and Air Conditioning**	40	16	17
Understanding and Interpretation of Written Materials**	30	50	30
Small Engine Workshop**	40	9	10
Beginning Shorthand**	30	19	
Intermediate Spanish Conversation**	30		21
Basic Counseling Techniques for Hospital Personnel**	30		9
Basic Electricity**	30		17
Beginning Conversational French**	30		10
Biology and Psychology of Aging**	30		8
Intermediate Gregg Shorthand**	30		6
Beginning Pitman Shorthand**	30		25
Introduction to Sociology**	30		21

*Funded by a grant of $30,490 from the Civil Service Employees Association.
**These courses given at Downstate Medical Center.

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Minority Small Business Persons Training Program:				Bedford-Stuyvesant Restoration Corp.; N.Y.S. Office of Minority Enterprise; Brooklyn Local Economic Development Corp.; Interracial Council for Business Opportunity; Capital Formation; National Puerto Rican Forum.	$17,648*
Basic Business Management	1976-77	36	88		
Advanced Business Management	"	36	15		
*This sum represents funding for both Basic and Advanced Management given in the academic year 1976-77 in three cycles.					
Day Care & Senior Center Cooks Training Program	Fall 1976	51	58	Day Care Council of New York; New York City Agency for Child Develcpment	$15,617*
	Spring 1977	51	52		
*Annual grant					
Cooperative Education Program for Older Adults:				Title IV-B, HEA 1965, H.E.W.	$45,000*
				Abraham & Straus	200*
Bookkeeping, Sanitation Management, Institutional Food Management, Institutional Food Service, Pest Control, Nursing Home Administration	1976-77		32		
*Annual grant					
Program for Deaf Adults	Fall 1976	200-300	60	VEA	$76,990*
	Spring 1977	200-300	60	VEA	
*Annual grant					

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Fundamentals of Organic Coatings I	Fall 1976	30	41	N. Y. Society for Coatings Technology and New York	$2,100
Fundamentals of Organic Coatings II	Spring 1977	30	27	Paint and Coatings Association	$1,800
New Technology of Diagnostic Procedures	Fall 1976	18	60	Public Health Service - HEW	$2,460
Color TV Repair for Inmates & Ex-Offenders - Section I	Fall 1976	300	17	Mayor's Criminal Justice Coordinating Council/Electronics Industries Association	$183,911*
Section II	Fall 1976	250	19		
Section I	Spring 1977	500	12		
Section II	Spring 1977	550	12		
Machine Tool Technology	Fall 1976	300	24	"	"
	Spring 1977	580	16	"	"
Welding Certificate Program	Spring 1977	370	16	"	"
Welding Testing Program					
Preparatory Sessions & Final Tests	Fall 1976	12 (prep)	78	Steamfitters Educational Fund/ N.Y./L.I. Chapter National Certified Pipe Welding Bureau	$33,050*
	"	7 (test)			
Preparatory Sessions & Final Tests	Spring 1977	12 (prep)	73		
	"	7 (test)			
Apprenticeship Welding Program	1976-1977	133	10	International Brotherhood of Boilermakers Local 5	$8,565*
Seniors Teaching Seniors & Consumer Education Program	1976-1977	30**	37	ESEA of 1965 as amended, Consumer Education Program	$40,349*
		30***	24		
		35****	98	Co-Sponsor: New York Legislative Institute, Baruch College	

*Annual grant
**Brooklyn
***Queens
****New York City and Upstate

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Sanitation Management Program				Environmental Management Association & Employer Reimbursement	$5,730
Foundation Skills	Fall 1976	60	31		
Use of Human Resources	"	60	20	National Executive Housekeepers Association	
Sanitation Management Workshops	"	60	24		
Personnel Procedures	Spring 1977	80	16		$4,530
Management Principles & Interior Design	"	80	22		
Supervisory Workshop	"	20	15		
Institutional Food Service Management					
First Cycle (Community-Based):					
Sanitation		20	26	New York State Education Department, VEA Amendments	$79,905*
Baking		40	26		
Overview		20	26		
Cooking		40	26		
Controls		30	26		
Second Cycle (Community-Based):					
Sanitation		20	22		
Baking		40	22		
Overview		20	22		
Cooking		40	22		
Controls		30	22		
Third Cycle (Community-Based):					
Sanitation		20	28		
Baking		40	28		
Overview		20	28		
Cooking		40	28		
Controls		30	28		
First Cycle (BHD Component**):					
Cooking		34	30		
Sanitation		20	30		
Overview		10	30		
Controls		30	30		

*Annual grant
**Brooklyn House of Detention

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Institutional Food Service Management cont'd					
Second Cycle (BHD Component):					
Module I					
Math		14	14		
Cooking		17½	14		
Purchasing		16	14		
Module II					
Cooking		20	19		
Purchasing		16	19		
Sanitation		16	19		
Module III					
Cooking		20	22		
Sanitation		16	22		
Management		16	22		
Third Cycle (BHD Component):					
Module I					
Sanitation		14	24		
Cooking		17½	24		
Purchasing		14	24		
Skills Development Program				New York State Education Department, Title VI	$85,418*
First Cycle (BHD Component):				New York Community Trust	$27,000*
Math		38	17	New York Foundation	$10,000*
Oral & Written Communication		32	17	Chemical Bank	$800*
Reading		32	17		
Human Relations		32	17		
Second & Third Cycles (BHD):					
Math		38	14		
Oral & Written Communication		32	14		
Reading		32	14		
Human Relations		32	14		

*Annual grants

GRANT PROGRAMS

Title of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Skills Development Program cont'd				"	"
First Cycle (Learning Center):					
Basic Education		80	54		
GED		80	41		
Second & Third Cycles (Learning Center):					
Basic Education		80	57		
GED		80	70		
Basic Literacy Program				CJCC/VEA	$103,419*
Third Cycle:					
Reading & Writing (BHD)	Fall 1976	140	78		
Fourth Cycle: (2nd year funding)	Spring 1977			CJCC/LEAA	$87,938*
Reading & Writing (BHD)		144	96		
Reading & Writing (Community-Based)		130	23		
Reading & Writing (Community-Based)		100	16		
Reading Academy (Midway)				U. S. Office of Education, DHEW	$69,440*
Reading	Fall 1976	50	103		
Reading	Spring 1977	80	144		

*Annual grants

GRANT PROGRAMS

	Hours	Number of Students Fall 1976	Spring 1977
*Leadership Training in Social Action	216	119	
*Leadership Training in Social Action	427		226

*These courses given in the various senior centers in the five boroughs of New York City. Funded by a grant of $10,000 to the Institute of Study for Older Adults by the New York Foundation for the year 1976-1977.

*Advocacy in Health	24	15	41
*Advocacy in Income Rights	24	18	36
*Advocacy in Senior Center Advisory Committees	24	13	36
*Advocacy in Information and Referral	24		16

*These courses given in various senior centers in the five boroughs of New York City. Funded by a grant of $3,953 to the Institute of Study for Older Adults under Title IV-A of the Older Americans Act by the Office for the Aging.

INSTITUTE OF STUDY FOR OLDER ADULTS*	41,053	3,041**

Classes held during the academic year 1976-1977 in various senior centers, retirement homes, homes for the aged, etc. A total of 118 different courses were offered to the 3,041 students.

*Funded in the amount of $71,525 under Title III, Older Americans Act of 1965. Administered by the New York City Department for the Aging through the New York State Office for the Aging.

SUMMARY OF GRANT AWARDS

For the year 1976-1977, the Division of Continuing Education was awarded a total of $967,050 and that sum was administered by the Division among the various programs previously listed.

SUMMARY ENROLLMENT AND COMPLETION

1976-1977 ACADEMIC YEAR

Support Base	Sections	FTE	Number Enrolled	Male	Female	Number Completing Course	Male	Female	Percent of Enrollees Completing Course
Total	275	661.68	7,990	3,942	4,048	4,415	2,202	2,213	55.3
Grant Supported	178	509.93	6,027	2,607	3,420	2,839	1,107	1,732	47.1
Tuition Supported	97	151.75	1,963	1,335	628	1,576	1,095	481	80.2

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JAN 20 1978
CLEARINGHOUSE FOR
JUNIOR COLLEGES

DIVISION OF CONTINUING EDUCATION
NEW YORK CITY COMMUNITY COLLEGE

AUGUST 1977